

**THE EFFECT OF USING WEBLOG ON  
THE WRITING SKILLS OF GRADE X STUDENTS  
OF SMA N 5 YOGYAKARTA  
IN THE ACADEMIC YEAR OF 2012/2013**

**A Thesis**

**Submitted as partial fulfillment of the requirements for the attainment of  
*Sarjana Pendidikan* Degree in English Education**



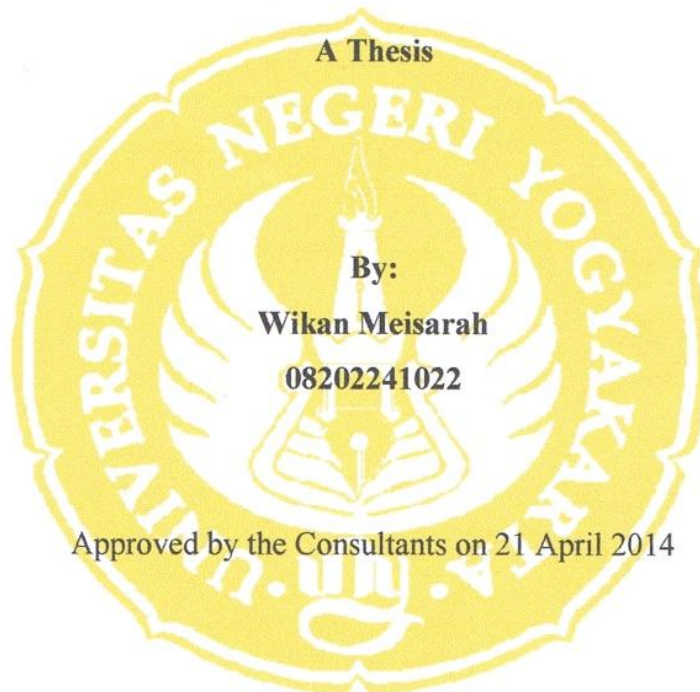
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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA  
2014**

**APPROVAL**

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## PERNYATAAN

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## **MOTTOS**

"Then which of the favors of your Lord will ye deny?"

—Surah 55 Ar-Rahman

“The most effective way to do it is to do it.”

—Amelia Earhart

“Believe you can and you’re halfway there.”

—Theodore Roosevelt

## **DEDICATION**

To my father, Sutardjo Resodimedjo.

## **ACKNOWLEDGMENTS**

First of all, I would like to express my greatest gratitude to my consultants, Dr. Agus Widyantoro, M. Pd. and Ms. Siti Mahripah, M. App. Ling. They have given me feedback, advice, encouragement and their patience during my thesis completion. I would also love to express great gratitude to my previous first consultant, Mr. Gregorius Suharto, M. Pd. who has given me his guidance and his utmost patience during my thesis writing.

Secondly, I would like to thank my academic consultant, Ms. Nunik Sugesti, M. Hum. and all lecturers of the English Education Department of State University of Yogyakarta . Their guidance and advice during my study had given me so much enlightenment in my learning process.

Moreover, I thank the Headmaster of SMA N 5 Yogyakarta, Drs. H Jumiran, and all the school's staff, for approving my proposal and helping me through my research. The most sincere gratitude is for Ms. Nurdiyah, S. Pd. as the English Teacher in SMA N 5 Yogyakarta for her guidance and help. I also thank the students of SMA N 5 Yogyakarta, especially Grade XA for their cooperation and friendship.

I devote my gratitude to my beloved parents, my late father Sutardjo Resodimedjo and my mother Sari Sutardjo for their endless love, support and prayers. To my brothers, Bagas SatrioAji and Ariyadi Permadi for their simple unconditional love and for the moments we shared.

My big thanks also go to my friends who turn out to be like family to me, Lina Budiarti, Dita Nirmala, Melanie Rennert, and Adrian Dharma for always being there and being supportive all the time. Finally, to Théophile Niyonsaba for his support and company, thank you.

I hope this thesis will give valuable contribution to its readers, especially for English Education Department students of State University of Yogyakarta. Furthermore, I look forward with great appreciation to any ideas and suggestions to improve this thesis.

Yogyakarta, March 16<sup>th</sup>2014



Wikan Meisarah

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**Wikan Meisarah**

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**ABSTRACT**

The aim of this study was to examine the effect of using Weblog on the students' writing skills at SMA N 5 Yogyakarta. It attempted to investigate whether there is a significant difference on students' writing skills between those before and after the treatment in the academic year of 2012/2013.

This study was classified as a pre-experimental study. The subjects of this study were 32 students of X-A Class in the second semester. In the beginning of the study, the class was given a pre-test to measure the student's initial writing skills in the form of a written test consisting of one essay. After six meetings of the treatments, the class was given a post-test to find out whether there was a significant difference in the writing skills of the students. The data of the pre-test and post-test were analyzed by using descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using the t-test. The computation of the data statistics used a computer program namely SPSS 13.0.

The result of this study shows there is a significant difference on students' writing skills between those before and after the treatment. It can be seen in the result of the hypothesis testing that the  $p$  value (0.00) is less than the significance level (0.05). Therefore, the hypothesis of this study is accepted. This indicates that the use of Weblog had improved the students' writing skills in the English teaching and learning process at SMA N 5 Yogyakarta.

Key words: Weblog, writing skills, Grade X Students of SMA N 5 Yogyakarta

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

As one of the international languages, English has become an important language all over the world. Similarly in Indonesia, English is the first foreign language which is considered important to be introduced in the field of education. Nowadays English has been one of compulsory subjects in Indonesian schools. This happens since the need to master English is considered more and more important day by day. In junior and senior high schools, English is put as one of the subjects in the National Examination. As in other languages, English has four skills aimed to be mastered i.e. listening, speaking, reading, and writing. In senior high schools, students are expected to be able to communicate in English well in those four skills.

For all the time written language has been significant media of communication. Furthermore Halliday in Nunan (1999) also suggests that a written language is used for some purposes such as action, information, and entertainment. Some of the uses of written language as action can be found in public signs, product labels, guides, bills, menus, and manuals. Meanwhile, the written language uses as information are newspapers, journals, magazines,



advertisements, and *et cetera*. As entertainment uses, written language can be found in the form of comic strips, fiction books, drama or film subtitles.

According to Walsh (2010) much of professional communication is done in a written language. For instance: proposals, memos, reports, applications, and e-mails. All of those are part of the daily life of a student or a graduate which should be done with a proper writing skill. Moreover, writing is needed to get good jobs. Here writing is needed to arrange good applications which become one of the important requirements to decide whether one will be accepted or not. Third, writing is needed in many jobs, for example authors, journalist, editor and teacher. They need to have good writing skills in order to be able to produce good writings. In brief, it can be said that a written language has been an important medium to convey information, thoughts, feelings, arguments, findings throughout the age.

However, students' writing skills are relatively low. Similarly in SMA 5 Yogyakarta, most of the students faced some problems related to ideas, grammatical features, and cohesive devices use. Most of the students found writing as a difficult subject. They tended to be uninterested in the teaching/learning process, therefore, they cannot generate their ideas well. They tended to be stuck in their writings. The case went more alarming when the teacher gave only little guidance and inadequate feedback. The students then repeated their mistakes over again since they did not realize it. Another problem which happened was students' inability in using cohesive devices.

Furthermore, the other problems were related to material, media, and teacher's feedback. Uninteresting materials, monotonous media and lack of teacher's feedback had something to do to the teaching/learning process and would affect students' writing mastery. Finally, all of those problems caused the low writing skills of the students.

Considering these problems, teachers of senior high schools are challenged to be creative. There are several different ways to improve students' writing skills, and implementing online tools is one of the best choices. This is due to students' interest in all technological things. Teachers can manage to select some of the students' interests that are called as social media, in this case, weblog.

By that consideration, the researcher would investigate the effect of using weblog to improve the students' writing skills for the tenth grade of senior high school, in this case SMA 5 Yogyakarta.

## B. Identification of the Problem

Based on the observation done by the researcher, the students' writing skills in SMA N 5 Yogyakarta were relatively low. Most of the students assumed that writing is difficult. Only few of them produce good writings. Problems taking place in the class dealt with some factors namely students, material, media, and teacher's feedback. Each of those factors has important roles in the teaching and learning process of english subject.

The main factors came from the students themselves. They mainly face problems in generation of ideas, grammatical features, and cohesive devices use. Many students were not able to develop ideas well. Sometimes the ideas of their writings only contained a topic sentence without supporting details. Moreover they could not arrange the sentences well. They just combined the sentences and neglected the main idea and the supporting details. They could not make a well-organised paragraph. They did not know how to start making the next paragraph in order that the paragraphs were coherent. Most of their sentences in the paragraph were not related to one another. For example they are still unable to make sentences that agree with the suitable tenses. Moreover they have problems with the use of pluralisation and the existing rules.

In addition, many students got difficulties to make correct sentences. Students' ability to produce good writing is obstructed by their low ability to use acceptable grammatical systems. There were many grammatical errors in

their writings. Moreover, they also had problems in applying cohesive devices. Speakers and writers use a variety of cohesive devices to link or clarify the relationships among ideas. Cohesion helps with relatedness of meaning between words or clauses within a sentence and across sentences.

Writers need productive knowledge of words, not only meaning, but also the use of words in sentences, the grammatical means of combining words, and the collocations. (Nation in Tyler, *et. al.*: 2005). Good writing is characterised by good choice of words. Obzanski (2011) argues that the use of correct choice of words is crucial in determining the success of a written language as a communicator. Nothing is more frustrating than spending time on a writing assignment, only to have it misunderstood by the reader because of simple mistakes in word choice. In fact, students had problems with their ability to use appropriate words, especially in making use of cohesive devices. They tended to neglect cohesive devices in their writings that their writings appeared to be scattered and failed to convey the intended meaning.

Some English teachers have not use of interesting methods yet. They tended to use only textbooks and workbooks. Therefore, the students' input was limited to the book pages only. A Teacher usually asks the students to write something based on the textbooks and workbooks and neglects students' chance to improve their writing using something more real and attractive rather than textbooks. This creates a big influence to students' low motivation.

Material is one of important things to support english learning-teaching activity. Material influences the students' writing skills since it determines students' interest and motivation. Therefore, materials should attract students' interest to learn. A good learning material will give stimulus to students' learning, support to their thinking. This will also give a chance to those who use their knowledge and skills. However, english teachers in SMA N 5 Yogyakarta used textbooks and workbooks in their teaching and learning process for almost every meeting. The monotonous materials that were used by English teacher made the students bored.

The next problem related to the teacher is the media used. Media are resources and equipments available to be used in the classroom, as well as the resources teachers can bring to the classroom (Spratt: 2005). Appropriate media are expected to use since they have something to do with the success of the teaching learning process itself. Appropriate media use will help students to be more interested in and understand better. In fact, inside the classroom media was not used maximally. The teacher did not use visual aids like pictures, flash cards or videos. She only used pen-and-paper plainly. Therefore the atmosphere of the class felt monotonous. This needs to be taken into account since students are pleased when given media that conform to their interests.

Feedback is considered to be integrated to learning. Students learn faster and better if they know what the strengths and weaknesses of their

performance are and most importantly, how to improve future performance. One of the most valuable contributions anyone can make to another person's learning is constructive feedback. As a student or as a teacher each one of the members of the classroom has the capacity to provide useful information to other people, which will help them to learn more effectively. Looking closer to the teaching-learning process in senior high school, it can be seen that peer and instructor feedback are also in demand. During the teaching-learning process, feedback are rarely given, let alone using feedback for revising and editing.

#### C. Delimitation of the Problem

As mentioned earlier in the background of the problem, both teacher and students of English in senior high schools and also the teaching learning process face some problems inside the classroom, especially in writing learning-teaching. However, a limitation of the study is needed in order to focus the investigation. Therefore, this research is investigating the effects of using weblog to improve students' writing skills in which some factor are influencing it.

This study investigated students' skills on writing narrative, in accordance to the School Based Curriculum for senior high schools year X of the second semester of English subject.



#### D. Formulation of the Problem.

Based on the delimitation of the problem, the problem formulation is as follows: “Is there any significance in the students’ writing skills between those before given the treatment and those after the treatment?”

#### E. Research Objective

The objective of the research is to investigate the effects of using weblog on grade X (ten) students’ writing skills of SMAN 5 Yogyakarta by examining whether there is a significant difference in students’ writing skills after the treatment and before the treatment.

#### F. Significance of the Study

This research is expected to be able to give valuable contributions to the following parties:

1. To the English teachers of SMAN 5 Yogyakarta, the researcher hopes that this research can be used as one of resources to improve students’ writing skills.
2. To the students of senior high schools, especially SMAN 5 Yogyakarta students, the researcher hopes that this study can give new insight to learn English in which will make them understand the importance of learning English.

3. To other researchers hopefully this study can give advantages, especially for those who are interested in the same field.

## CHAPTER II

### LITERATURE REVIEW

#### A. Teaching Writing

##### 1. Definition of Writing

Writing is the process of transferring thoughts into words by generating ideas and organising them coherently. Brown (2001) explains writing as the result of thinking, drafting and revising procedures. It implies that a writer needs appropriate language. Writing in correct forms of language involves correct spelling, punctuation, diction, grammar, sentence and paragraph information.

However, writing is not just about accuracy. It is also about having a message and communicating it successfully to other people. Chesla (2006) affirms that writing is the way a writer express his ideas about a subject to an audience for a purpose. Besides, Brown (2001) states that writing is a process of figuring out a meaning and putting it into language. Similarly Byrne, Hedge, and Tribble in McDonough and Shaw (2003) argue that writing is a process of putting message into words. In addition, Davies and Pearse (2000) say that the main purpose of writing is to achieve the effective communication, not just to produce correct English.

Through writing, a writer communicates what he wants to say or shares what he feels. To do this, a writer needs to have enough ideas, organise them well, and express them in an appropriate style.

Besides, writing also can be defined as the combination of process and product. It is the act of gathering ideas and organising them until they are presented in a manner which is comprehensible to the readers. Furthermore, Hedge in McDonough and Shaw (2003) defines writing as the way in which a writer puts together pieces of texts by developing ideas through sentences and paragraphs within the overall structure. In other words, writing is a product of a writer's ideas and a process of putting them together in a good organisation and style in order to communicate something to the readers.

As the explanation above, it can be concluded that writing is an important language skill. It is a productive skill which is not only a product, but also a process. Writing is a product of a writer's thought or feeling and a process of putting it together in a good organisation and style. In other words, writing is a process of producing a set of meaningful words arranged in a good order and has purpose in communication. Through writing, a person can communicate something and share what he feels to everyone who reads it.

## 2. Writing Skills

Spratt *et. al.* (2005) states that writing involves several micro skills. Some of those are related to accuracy. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing correct vocabulary, using grammar correctly, joining sentences correctly and composing paragraphs correctly.

According to Brown (2004), there are two categories of writing skills. They are micro and macro skills. The following is the list of micro and macro skills of writing according to Brown:

### a. Micro Skills

- 1.) Produce grapheme and orthographic patterns of English;
- 2.) Produce writing at an efficient rate of speed to suit the purpose;
- 3.) Produce an acceptable core of words and use appropriate word order patterns;
- 4.) Use acceptable grammatical systems;
- 5.) Express a particular meaning in different grammatical forms;
- 6.) Use cohesive devices in written discourse.

### b. Macro Skills

- 1.) Use the rhetorical forms and conventions of written discourse;
- 2.) Appropriately accomplish the communicative function of written texts according to form and purpose;

- 3.) Convey links and connection between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification;
- 4.) Distinguish between literal and implied meanings when writing;
- 5.) Correctly convey culturally specific references in the context of the written text;
- 6.) Develop and use of writing strategies, such accurately assessing the audience's interpretation, using pre-writing devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

This can be said that the earlier micro skills describe more about the mechanical of writing and at the level of word, such as cohesive devices, past verb, etc. On the other hand, the macro skill covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc. thus, it is not only about a word but it is about the whole written text.

The explanation above shows that writing is an extremely complex cognitive activity which requires the control of several variables. It includes control of format, sentence, structure, vocabulary, spelling, and letter formation.



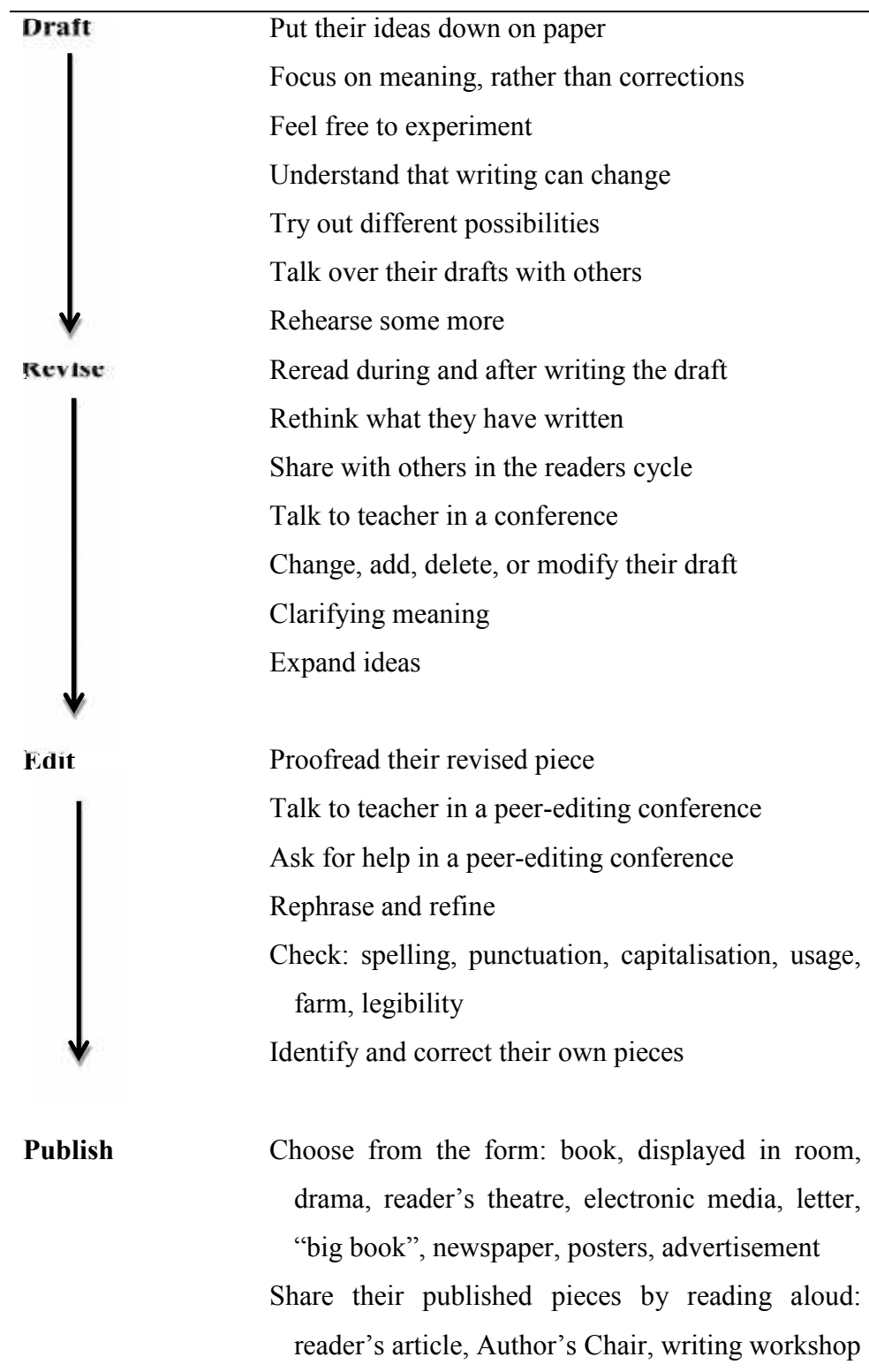
A writer also needs to pay attention to their higher level skill of planning, and organising as well as lower skill of spelling, punctuation, word choice and the like.

### 3. Writing Process

There are a number of views related to the concepts of writing and the process of writing. Langan (2001) describes that writing is a process that involves discovering a point, developing ideas, organising ideas, and finally revising and editing to minimise errors. The writing process is not only for making brain storming from our background knowledge but also putting ideas on paper. The students can express their ideas and thoughts in their mind by writing.

Moreover, Cox (1999) describes what learners do in the writing process as follows:

<b>Prewrite</b>	Draw on their own experiences Read or listen to stories, read aloud Generate ideas Organise thinking Talk over ideas with others Choose what type of writing they will do: journals, letters, expressive writing, literature as model Consider the audience they are writing for Brainstorm ideas: make a list, cluster, quickwrite Rehearse: draw, talk, map, plot, diagram, act out
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**Figure 2.1. Writing Process according to Cox (1999)**

Furthermore, according to Harmer (2004) writing process has four elements namely planning, drafting, editing, and final revision. Planning is the first process in writing. It can be the most important stage because in this stage a writer plans what he is going to write by choosing and narrowing a topic, gathering ideas or information and organising them. In this stage a writer also has to plan and consider the purpose, audience and content structure. Then, the next element is drafting. Drafting is the process of writing in the first version. It is often done on the assumption that it will be amended later. Hence, a writer may produce drafts on the way to the final version in order to produce a good writing. Then he reflects and revises his draft to make appropriate revisions considering the grammar, capitalisation, punctuation, and spelling. Revising can include adding, deleting, arranging, or substituting words, sentences, or even entire paragraphs to make his writing more accurately represent the ideas. Finally he produces his final version, however, it is possible for a writer to re-plan, re-draft, and re-edit until he is ready to publish his writing.

Besides, Brown (2001) affirms that the process of writing tend to be framed in three stages. Those are pre-writing, drafting, and revising. The pre-writing stage encourages the generation of ideas which can happen in numerous ways such as reading, skimming, brainstorming, discussing, etc. Then the drafting and revising stages are the core of the process of writing.

In conclusion the process of writing which includes planning, drafting, editing or revising, and final version can be simplified to pre-writing, writing, and re-writing stages. The pre-writing stage includes activities carried out before writing such as planning and drafting. The writing stage includes the activity of organising ideas into sentences and paragraph in written form. Finally, the rewriting stage is the last stage which includes activities done in after the writing stage such as editing, revising and proofreading. Each of those stages in interrelated and cannot be separated from one another. In addition, those stages are the repeated process to produce good writing.

#### 4. Teaching Writing at Senior High School

Writing skills are ones of the English language skills taught to the students of Senior High School. students need to learn writing in order to be able to express their ideas, thoughts, opinions, and feelings in the written form. Written form is one of the ways to communicate. Students should have the communicative abilities of English writing, reading, speaking, and listening, because those skills are needed to face the globalisation and information era.

Writing teaching learning as a communicative skill focuses on the rhetorical context and the content. In the rhetorical context, student must have a purpose, reason and audience in their writing. For the content, the teacher should give chance to the students to write what they are interested in and

know about. Therefore, the teacher needs to develop writing task in which there is real audience for the students and real purpose for writing.

Writing is a complex cognitive activity, which requires a control of several variables. It includes control of format, sentence, structure, vocabulary, spelling, and letter formation. As a matter of fact the students of senior high schools still have difficulties in writing. The difficulty lies not only in generating and organising ideas, but also in translating the ideas into a readable text. In addition, many students make some mistakes in producing the text.

Nowadays the teaching of writing in senior high schools is done in a conventional way. Usually, the students are only given theories about writing, and then they are to look at the model or the example of the texts and finally the teacher will ask them to write a paragraph based on the model or to continue an unfinished paragraph. It frequently happens when some teachers do not use various media to support the students' understanding and motivation in writing. Resources used are only from the text books and students' worksheets. Therefore the situation in teaching and learning writing process is boring. It makes the students are not enthusiastic in joining the class activity. Students then are not able to produce their best writings as the results. In addition, most of senior high school students are not able to identify text parts. They have difficulties in expressing ideas and composing them into

writing. Another word, the students are less in discovering ideas whereas the teacher has given the theme clearly.

Kimble and Garnezy in Brown (2007) claims that learning is a relatively permanent change in behavioural tendency and learning is the result of reinforced practice. It implies that in teaching writing, the teacher has to help students to learn how to write, to give instruction, to guide students in their writing, to provide students with knowledge of writing, and to help students to understand how to write effectively.

In the process of writing teaching and learning, motivation, resources, and feedback from the teacher are needed in order to make the students able to produce a good writing. Motivation is one of the principal roles in a writing task. A teachers can act as a motivator. They can motivate their students in creating the right conditions for the generation of ideas, persuade them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit. Resources can be used to supply information and language where necessary. Meanwhile, the feedback provides the role of the teacher to respond positively and encouragingly to the content of what the students have written.

#### a. The Curriculum Used

The main purpose of learning English in high schools is to develop the students' English skills in order that the graduate students are able to communicate both in oral and written forms of English in a real communication setting within various contexts. By considering that English is a tool of communication both in spoken and written forms and a communication tool for social purposes, the language model which is used in the curriculum is the model that puts language in a context of culture as well as a context of situation: genre approach.

In this research, the subjects of the research are the students of senior high school in the tenth grade in the second semester. According to the Regulation of National Education Ministry (*Permendiknas*) number 22, year 2006 about the standard of competences and basic competences for English teaching and learning process from *BNSP* (2006), senior high schools students grade X (ten) in the second semester have to meet several competence standards i.e. to express meaning in short functional text and monologue in form of simple narrative, descriptive, and news item texts in daily life contexts. Meanwhile, on the basic competence, they have to respond meaning in simple monologue texts using various written language in the genres of narrative, descriptive and news item.

In today's curriculum, it can be seen that the main purpose of building up students' writing skill is to enable them to focus more on the process and

the product. As writing is a composing process and usually requires multiple drafts before an effective product is created, it is important to ensure that the students are carefully led through appropriate stages in the process of composing. To make it easy, it is very suggested to write according to a certain genre. Hammonds (1999) states that the stage involves preparing the students for reading and writing by:

- 1) focusing on the genre as a written or crafted object;
- 2) discussing the social function of the genre and the purpose intended by the readers or the writer;
- 3) analysing characteristics schematic structure and grammatical patterns.

Teaching writing based on genres will help the students much in writing, as it is easier if they are asked to write a certain type of the genre. The students' writing will be more guided and clear. In addition, the students study different genres and encourage them to make a creative writing either individually or cooperatively.

#### b. The Texts

According to Feez (2002), texts are any stretch of language which is held together cohesively through meaning. Creating a text requires to make choices about the words that are used and how it can be put together. Text type is various texts. Each type has a common way of using language.



According to Certificate in Spoken and Written English in Feez (2002)

the families of text types are:

- 1) Exchanges
  - a.) Simple exchanges relating to information and goods services
  - b.) Complex or problematic exchanges
- 2) Forms
  - a.) Simple formatted texts
  - b.) Complex formatted texts
- 3) Procedures
  - a.) Instructions
  - b.) Procedures
  - c.) Protocols
- 4) Information Texts
  - a.) Descriptions
  - b.) Explanations
  - c.) Reports
  - d.) Directives
  - e.) Texts which combine more than one of these text-type
- 5) Story Texts
  - a.) Narratives
  - b.) Recounts
- 6) Persuasive Texts

- a.) Opinion texts
- b.) Expositions
- c.) Discussions

Related to this research, the researcher took writing competency as the main research. The genre taught in the research is the story text especially narratives.

## B. Weblog

### 1. Definitions of Weblog

A weblog (a contraction of the term "web blog") is a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other materials such as graphics or videos. Entries are commonly displayed in reverse-chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a weblog.

Galien and Bowcher (2010) state that a blog is a fairly new tool for written communication and interaction and appear in many different languages. It is one of the applications of computer network technology that has been utilized besides multimedia, email, electronic journals, database, World Wide Web, chat, audio or video conferencing.

Blog is as a type of web page that is simple to create and to disseminate and that is used as a form of online journal. Meanwhile Mynard

(2007) gives a description that a weblog is a kind of online diary that has been reported to be a useful tool for language learners for a number of reasons. The early adopters of weblog in the classrooms have already created a wide variety of ways to use them, and they have shown that blogs can enhance and deepen learning (Richardson: 2009). Weblogs are interactive since they allow students to communicate quickly and easily with their classmates, their teacher, and even with native speakers of the target language.

Nowadays, many people use technology to share information in digital-world. They call it as web blog or blog. It becomes a new application today. Weblog provides a space in storing data. Therefore it is suitable for the class as a teaching and learning media since it can save students' work and display them anytime needed.

Moreover blogging gives students a chance to express their writing to be explored. Through the process of blogging, students are learning to read more critically, read more analytically, and write more clearly (Richardson: 2009). There are 3 features of web blog that can be used to support the teaching and learning process (Zaki, 2008). They are explained as follows:

#### 1) Weblog Post

It is the basic features of weblog. Everyone can share everything such as short writing, link, picture, video etc. It is displayed in chronological order.

## 2) Weblog Comment

Readers of blogs can use this section to speak up their feelings toward the writings. Writers and readers can interact through this feature. In this case the teacher can utilise it to deliver her feedback and maybe some correction towards the students works and. Fellow students can also give peer-comments in this section.

## 3) Subscription / RSS

This part provides notifications from the blog to its followers.

## 2. Pedagogy of Weblog

According to Richardson (2009) classrooms teachers should consider blogs as a tool to deliver the curriculum because there are some basic aspects of blogs that make them an attractive addition to the teacher's toolbox nonetheless. First of all, it is said that weblog are truly a constructivist tool for learning. On weblog, students' works are posted in the world wide web which means that it is searchable. People can find it and use it. The audience of the writing is one of the important aspects of the writing activity. The idea that their works do not only stop in the classroom's walls cannot only be a powerful motivator but can also crate a significant change in the way they think about assignments and works the teacher gives them.

Second, weblog truly expand the walls of the classroom. Internet provides the possibility of connecting students with others outside the

classroom. This gives them a chance to learn more than what they can learn in the classroom only. For example, it is possible for them to interact with students from other side of the world and share their knowledge through their texts, pictures, audios, and videos.

Third, Richarson (2009) also affirms that blogs have a special feature that is archiving the learning that teachers and students do, facilitating all sorts of reflection and metacognitive analysis that was previously much more cumbersome. To be organised, the ability to keep histories of work in an organised, searchable, easily searchable space is an important development.

Moreover, it is also said that a weblog is a democratic tool that supports different learning styles. Classrooms usually have such a heterogeneous member. There are some students who have high level of risk-taking. This kind of student usually bolder in speaking up their mind and take greater space in the classrooms. However blogs will give space even for those who are more reticent in the classrooms. Blogs give them opportunity to share in writing the ideas they may be too shy to speak. Everyone in the class has a voice in the teaching learning process and they have equal presentation in the blog. This can lead to a greater sense of participation for everyone equally.

### C. Conceptual Framework

As the globalisation era grows, in Indonesia English has been a foreign language which is considered important to be introduced in the field of education. As in senior high schools, students are expected to be able to communicate in English well both in spoken or written form. A written language is used for some purposes such as action, information, and entertainment. Moreover, much of professional communication is done in written language. In brief, it can be said that written language has been an important medium to convey information, thoughts, feelings, arguments, findings throughout the age.

However, students' writing skills are relatively low. Most of the students faced some problems related to ideas, grammatical features, and cohesive devices use. Another problem which happened was students' inability in using cohesive devices. Furthermore, the teacher gave only little guidance and inadequate feedback. Those problems became more serious when the other problems were related to material, media, and teacher's feedback. Therefore, the students need solutions to these problems so that they can improve their writing skills.

Considering these problems, teachers of senior high schools are challenged to be creative. There are several different ways to improve students' writing skills and implementing online tools is one of the best

choices. This is due to many students' interest in all things technological. Teachers can manage to select ones of the students' interests that are so called as social media, in this case, weblog.

This research aims to find out the solution in solving the problems on the students' writing. To deal with the problems, the teachers should choose an appropriate media to be used in the teaching and learning. Thus, the use of weblog is considered appropriate to provide solutions as an attractive media in the class.

Weblog is one of the applications of computer network that is considered useful for teaching learning purposes. Blogging gives students a chance to explore their writings more. Use of daily life tools of writing (weblog) can enhance students' interest and motivation to do better idea generation. Motivation is the thoughts and feelings which make people want to do something, continue to want to do it and turn wishes into action. Moreover one of the most daunting challenges facing educators in today's media-saturated culture is the task of maintaining student interest in the classroom. With kids awash in IM, YouTube, MySpace, Facebook, blogs, podcasts, iPods, or iPhones, the task of successfully engaging students in the classroom is a fruitless exercise for those teachers choosing to go it with traditional methods – paper, pencil, chalk and blackboard – alone.

Weblog also gives space to practice peer-correction and peer-comment, in this case corrections and comments toward friends' grammatical errors in their writings, in order to stimulate students' active engagement and provides opportunity for them to improve their grammatical features. The teacher can also utilise the blog to give her feedback. Moreover, blogs provide support to social learning through discussion and cooperative learning which can overcome problems related to teaching material and media which finally can lead into students' writing skills improvement.

Based on the previous explanation, it is expected that the use of weblog can help the students improving their writing skills better than before they use it. As stated before, the implementation of the treatment involved the researcher, the English language teacher, and the students year X of SMA N 5Yogyakarta in the academic year 2012/2013.

#### D. Hypothesis

Based on the literature review and the conceptual framework, the researcher formulates the hypothesis of the research as follows:

“There is a significant difference in the students' writing skills after the treatment.”



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study was a pre-experimental study using one group pretest-posttest design. This design provides some information about the sample being investigated and describes the initial state of the selected sample on the dependent variable (Tuckman: 1988). In accordance to its name, this study involved one group of sample to be examined. The design can be illustrated as follows:

**Table 3.1 Design of Study**

<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
O <sub>1</sub>	X	O <sub>2</sub>

Where:

O<sub>1</sub>: Pretest

O<sub>2</sub>: Posttest

X: Treatment

In the beginning of the research, the sample is given a pretest to measure the initial state of the sample. After that, the result of the test was examined to identify the condition of the sample.

Their initial conditions were primarily portraying the result of the conventional way of teaching they usually received. Furthermore, the sample would be taught by using weblog as media on the teaching writing narrative texts. Here the teaching-learning process was held by using weblog as the media. It was different from the class' usual teaching-learning process in which was normally held a more traditional technique.

The last step was the posttest. The posttest was done to examine the effects of the treatment used. The result of the posttest was to be examined to see if there were any differences between before and after the treatment.

#### B. Population and Sample

The population involved in the study was the students of SMA 5 Yogyakarta especially students of Grade X in the academic year of 2012-2013. SMA 5 Yogyakarta has 7 classes of Grade X ranging from X-A to X-G as presented in the table below:

**Table 3.2 Research Population**

No	Class	Number of Students
1	X-A	32
2	X-B	34
3	X-C	34
4	X-D	34
5	X-E	34
6	X-F	34
7	X-G	34
Total		236

Beside the fact that narrative text materials are indeed given to the tenth grade students in the second semester, there are several other reasons in choosing SMA 5 Yogyakarta and its Grade X in this research. First of all, Grade X of SMA 5 Yogyakarta has not been involved in any research investigating students' writing skill especially on narrative texts, using weblog. Moreover Class X has less burden in term of tests. Therefore, they are freer to be research subjects.

Arikunto (2006) mentioned that a sample is a part that can represent all the population observed. As mentioned above, the total population of Grade X SMA 5 Yogyakarta was 236 students. From that total population, the samples are withdrawn. In accordance to the type of this research which was one group pretest-posttest, the sample of this research was a single class.

The total population of Grade X SMA 5 Yogyakarta was divided into 7 classes with 32-34 students each. Since all of the students shared similar characteristics, the researcher preferred to use random sampling technique. The sampling is done through several steps below:

**Step 1**→ writing every name of the class (X-A – X-G) on a piece of paper for each class and folding them

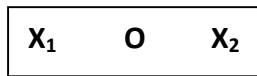
**Step 2**→putting the folded paper into a container

**Step 3**→shaking the container to drop one paper, in which the class name written on that paper would be the sample

### C. Research Variable

There were two variables in this research, namely independent and dependent variables. Hatch and Farhady (1982) define independent variable as the major variable which is selected, manipulated, and measured by the researcher.

On the other hand, the dependent variable is observed and measured to determine the effect of the independent variable (Hatch & Farhady: 1982). This research employed the use of weblog as the independent variable where the students' writing skills was the dependent variable, as presented in the illustrations bellow:



**Figure 3.1 Research Variable Distribution**

Where:

weblog (X<sub>1</sub>): independent variable

writing skills (X<sub>2</sub>): dependent variable

O: influence

#### D. Research Instruments

To collect the data needed, the researcher used tests as instruments. The test was used in order to examine the students' abilities. Moreover, the same kind of test was employed to measure the students' achievement after the treatment. Therefore, the test used in this research was an achievement test which was designed to measure the degree of learning that has taken place after being exposed to a specific learning experience (Johnson & Christensen: 2000).

Both the pretest and the posttest were held using writing skill test. The test has one question asking the students to present a narrative writing. In both pretest and posttest, the students are asked to compose a narrative text of their own creation. The text composed should consist about 250 words. The results were used to describe the differences and significances of the students' achievements before and after taught using weblog.

**Table 3.3 Blueprint of the Writing Test**

<b>Aspect</b>	<b>Standard of Competence</b>	<b>Basic Competence</b>	<b>Indicators</b>	<b>Questions</b>	<b>Item Number</b>
Narrative Writing	12. Expressing meaning in short functional texts in form of simple narrative, descriptive, and news item texts in daily life contexts.	12.2 Responding to meaning and rhetoric stages accurately, fluently, and acceptably using written language in the genres of narrative, descriptive and news item.	a.Students are able to generate ideas of narrative, descriptive and news item texts, b.Students are able to use lexical grammar, vocabulary and mechanics accurately, c.Students are able to use the correct organisation of narrative, descriptive and news item texts, d.Students are able to write a short narrative, descriptive, and news item texts.	<b>Pretest:</b> Write a narrative text (about 250 words) based on a story (can be a love story, a folklore, a fable, or a legend) with your own words.	1 (One)
				<b>Posttest:</b> Write a narrative text (about 250 words) based on a story (can be a love story, a folklore, a fable, or a legend) with your own words.	1 (One)

#### E. Validity of the Instruments

According to Burke (2000), a good test or assessment procedure must be reliable and valid. According to Kurpius and Stafford (2006), validity is defined as how well a test measures what it is designed to measure. Meanwhile, according to Hatch & Farhady (1982) validity refers to the extent to which the result of the procedures serve the uses for which they were intended.

In this research, the researcher employed content validity. Content validity is the extent to which a test measures a representative sample of the subject matter of content (Hatch & Farhady: 1982). Moreover, Burke (2000) argued that content validity is a judgment of the degree to which the items, tasks, questions on a test adequately sample the domain of interest. Content validity focuses on the adequacy of the sample and not simply on the test appearance.

To be sure about a test validity, the content to be measured should be defined carefully. First of all Hatch and Farhady (1982) argued that test items should correspond to the materials covered in the course. It means that the test was developed in reference to the competency standard and basic competence of School Based Curriculum, Grade X of English subject, in this case narrative texts.



**Table 3.4 Standard of Competence and the Basic Competence based on the School-Based Curriculum of Senior High School in the Grade X of the Second Semester of the English Subject**

<b>Competency Standard</b>	<b>Basic Competence</b>	<b>Indicators</b>
12. Expressing meaning in short functional texts and simple essays in form of simple narrative, descriptive, and news item texts in daily life contexts.	12. 2 Expressing meaning and rhetoric stages accurately, fluently and acceptably by using written language in the daily context in the form of narrative, descriptive and news item.	<p>a. Students are able to generate ideas of narrative, descriptive, and news item texts.</p> <p>b. Students are able to use lexical grammar, vocabulary and mechanics accurately and correctly in the form of narrative, descriptive, and news item texts.</p> <p>c. Students are able to use the correct organisation of narrative, descriptive, and news item texts.</p> <p>d. Students are able to write short narrative, descriptive, and news item texts.</p>

The materials for the instruments were in accordance with the materials used in SMA 5 Yogyakarta. This was ensured by using expert judgment that was done by consulting the instruments with Mrs. NurdyahSuryani S. Pd., the English Language Teacher of the tenth grade of SMA 5 Yogyakarta.

#### F. Reliability of the Instruments

Reliability is the extent to which a test produces consistent results when administered under similar conditions. A test is said reliable if it has similar result when it is carried out to a similar group of respondents on different occasions. Moreover Brown (2004) stated that a test is considered reliable if the same test is given to the same subjects or matched subjects in two different occasions, the test should yield similar result.

In this study, the researcher used Inter-rater or Inter-scorer Reliability. According to Johnson and Christensen (2008), inter-scorer reliability is the degree of agreement between two classes (Interclass Correlation Coefficient). This involved two individuals in making the assessment. In this study, the English Language teacher was taking the role as the second rater while the researcher was the first rater.

The determination of the inter-rater reliability employed a Pearson correlation formula through *SPSS Version 13.0* computer programme. Meanwhile, the categorisation of the reliability coefficient was the

onecomposed by Azwar (2010). (For the scoring rubric please refer to Appendix 2, Lesson Plan)

**Table 3.5 Category of Reliability Coefficient**

<b>Category</b>	<b>Interval Scores</b>
Excellent	89.00-99.00
Very Good	78.00-88.00
Good	67.00-77.00
Fair	56.00-66.00
Poor	45.00-55.00
Very Poor	34.00-44.00

#### G. Data Collection Techniques

As mentioned before, the data needed were collected by using tests, in this case a writing test. The tests came in the form of a pretest and a posttest with a treatment given between them.

According to Creswell (2008), a pretest is a measure on some attributes on characteristics that is assessed for participants in an experiment before they receive a treatment. The pretest was conducted in the beginning of the research which was on April 23, 2013 in order to examine the students' initial ability before the treatment.

Treatment is the independent variable that the researcher manipulates to determine its effect on the outcome (Creswell:2008). In this research the treatment was done twice a week (90 minutes each) which was every Tuesday

and Thursday started from April 30, 2013 to May 21, 2013. The treatment was given to class X-A.

The treatment was done by the researcher. She implemented the use of weblog to teach English writing, especially narrative text. In the beginning of the lesson, the class had a little discussion about narrative texts. This was followed by a brainstorming about examples of narrative texts like folktales and legends. Further, the students were to be familiarised with the use of weblog by opening the example weblog. The students then were guided to make their own blogs in order to be a medium to post their works.

During this time commenting on the peers' works was a promoted activity to be done by the member of the class. After that, the researcher gave them feedback and asked them to revise their writing. Here, they were asked to correct their own mistakes and errors. Finally, they were asked to make a final writing based on the feedback given.

Creswell (2008) argued that a posttest is a measure on some attribute or characteristics that is assessed for participants in an experiment after a treatment. The posttest in this study was done after the treatment was given. The test was narrative text writing test which was similar to the one given in the pretest. The posttest was conducted on May 23, 2013.

## H. Data Analysis Technique

### 1. Descriptive Analysis

The purpose of descriptive analysis is to describe the results of the data. Hatch and Farhady (1982) indicated that descriptive analysis is statistics used to summarise data. This was to provide the answer of the research question formulated about whether there is a significant difference in the writing ability between those before and after the treatment. There are two descriptive analyses in this study namely Mean and Standard Deviation and Categorisation.

#### a. Mean and Standard Deviation (SD)

Mean is commonly used measurement of central tendency because the mean takes all score into account (Hatch & Farhady: 1982). Mean can be derived by adding up all of the scores and then dividing this sum by the total number of scores (Fraenkel and Wallen: 2008).

Hatch and Farhady (1982) stated that standard deviation (SD) is used to measure variability. It is the most useful index of variability. It is a single number that represents the spread of a distribution. Like the mean, every score in the distribution is used to calculate it.

#### b. Categorisation

According to Azwar (2010) data categorisation was based on the ideal mean as the ideal benchmark and standard deviation. Data

categorisation was further to be grouped into five categories. Meanwhile the distance determination uses the SD within six Standard Deviation. To make the categorisation of the students' scores, the ideal average score and the ideal standard deviation score should be found first. The followings are formulae to calculate the ideal average score (Mi) and the ideal standard deviation score (SDi).

$$Mi = \frac{1}{2} (\text{the highest ideals} + \text{the lowest ideals})$$

$$SDi = \frac{1}{6} (\text{the highest} - \text{the lowest ideals})$$

In accordance to Jacobs *et. al.* ESL Composition Profile as shown in the table below:

**Table 3.6 ESL Composition Profile**

<b>Content</b>	16-13	does not show knowledge of subject* non-substantive* not pertinent* OR not enough to evaluate
	21-17	limited knowledge of subject* little substance* inadequate development of topic
	26-22	some knowledge of subject* adequate range* limited development of thesis* mostly relevant topic, but lack detail
	30-27	knowledgeable* substantive* through development of thesis* relevant to assigned topic
<b>Organisation</b>	9-7	does not communicate* no organisation* OR not enough to evaluate
	13-10	non-fluent* ideas confused or disconnected* lacks logical sequencing and development
	17-14	somewhat choppy* loosely organised but main ideas stand out* limited support logical but incomplete sequencing
	20-18	fluent expression* ideas clearly stated/supported* succinct* well-organised* logical sequencing* cohesive

<b>Vocabulary</b>	9-7	essentially translation* little knowledge of English vocabulary, idioms, word form* OR not enough to evaluate
	13-10	limited range* frequent errors of word/idiom form, choice, usage* <i>meaning confused or obscured</i>
	17-14	adequate range* occasional errors of word/idiom form, choice, usage but <i>meaning not obscured</i>
	20-18	sophisticated range* effective word/idiom choice and usage* word form mastery* appropriate register
<b>Language Use</b>	10-5	virtually no mastery of sentence construction rules* dominated by errors* does not communicate* OR not enough to evaluate
	17-11	major problems in simple/complex constructions* frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions* <i>meaning confused or obscured</i>
	21-18	effective but simple constructions* minor problems in complex constructions* several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	25-22	effective complex constructions* few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
<b>Mechanic</b>	2	no mastery of conventions* dominated by errors of spelling, punctuation, capitalisation, paragraphing* handwriting illegible* OR not enough to evaluate
	3	frequent errors of spelling, punctuation, capitalisation, paragraphing* poor handwriting* <i>meaning confused or obscured</i>
	4	occasional errors of spelling, punctuation, capitalisation, paragraphing <i>but meaning not obscured</i>

	5	demonstrates mastery of conventions* few errors of spelling, punctuation, capitalisation, paragraphing
--	---	--

The ideal mean and ideal standard deviation can be presented as follows:

$$\begin{aligned}
 Mi &= \frac{1}{2} (100 + 34) \\
 &= \frac{1}{2}(134) \\
 &= 67 \\
 SDi &= \frac{1}{\sqrt{2}}(100 - 34) \\
 &= \frac{1}{\sqrt{2}} (66) \\
 &= 11
 \end{aligned}$$

Meanwhile, the six categories of the category grouping proposed by Azwar (2010) can be defined as follows:

**Table 3.7 Guidelines for Providing Interpretation of Research Variables**

Category	Interval Scores
Excellent	89.00-99.00
Very Good	78.00-88.00
Good	67.00-77.00
Fair	56.00-66.00
Poor	45.00-55.00



Very Poor	34.00-44.00
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## 2. Inferential Analysis

### a. Normality Test

The normality test is used to see whether or not the distribution of responses to the instrument is normal. It aimed at finding whether the distribution responses meet the normal distribution requirements by identifying the scores of the pretest and posttest. In this study, the researcher used Kolmogorov-Smirnov formula with the significance level of 0.05 using SPSS version 13.0 of windows computer programme. In which:

- 1.) If the significance probability is more than 0.05, the data have normal distribution.
- 2.) If the significance probability is lower than 0.05, the data deviate the normal distribution.

### b. Homogeneity Test

A homogeneity test is used to analyze whether the sample variance is homogenous or whether the two groups are in the same condition. According to Johnson and Christensen (2008) homogeneity refers to how well the different items in a test measure the same construct or trait. The analysis technique used to find whether the sample variance is homogenous or not is the F-test.

c. Hypothesis Testing

There are two kinds of hypothesis used, namely null hypothesis ( $H_0$ ) and alternate hypothesis ( $H_a$ ) as mentioned below:

1.)  $H_0: \mu_1 = \mu_2$ : There is no significant difference on students' writing skills between those before and after the treatment.

2.)  $H_a: \mu_1 \neq \mu_2$ : There is a significant difference on students' writing skills between those before and after the treatment.

Notes:

$H_0$ : null hypothesis

$H_a$ : alternate hypothesis

$\mu_1$ : the mean score of pretest

$\mu_2$ : the mean score of posttest

According to Hatch and Farhady (1982), t-test was used to test the hypotheses using SPSS Version 13.0 computer programme.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the result of the descriptive analysis, inferential analysis, and discussion. The descriptive analysis describes the scores of the writing ability of the students. Meanwhile, the inferential analysis explains the result of pre-testing and post-testing and the discussion describes the result of the hypothesis testing. To process the data, the researcher used *SPSS 13 for Windows* computer programme.

#### A. Descriptive Analysis

The descriptive analysis explains the result of the test. In this research the researcher used two tests, namely Pre-test and Post-test. The data were obtained from the pre-test and post-test of the students' writing ability in the sample investigated, which consisted of 32 students. The tests consisted of one essay of narrative text. The following are the detailed explanations.

##### 1. Data of the Pre-Test Scores

In this research, a pre-test was given to the group investigated prior to the treatment application. Table 4.1 gives information about the categorisation of the students' writing ability based on the pre-test score results.

**Table 4.1 The Categorisation of the Students' Writing Ability Based on the Pre-Test Scores**

Category	Interval	Frequency	Percentage
Excellent	89.00 — 99.00	0	0
Very Good	76.00 — 88.00	3	9.4
Good	67.00 — 77.00	18	56.3
Fair	56.00 — 66.00	11	34.4
Poor	45.00 — 55.00	0	0
Very Poor	34.00 — 44.00	0	0
<b>Total</b>		32	100

Table 4.1 shows that no students were categorized into *Very Poor*, *Poor*, nor *Excellent* categories. Meanwhile, 11 students (34.4%) were categorised into *Fair* category, 18 students (56.3%) were into *Good* category and the last 3 students (9.4%) were categorised into *Very Good* category. This implied that most of the students belonged into *Good* category. Moreover, the descriptive analysis of the pre-test scores can be seen in Table 4.2

**Table 4.2 The Descriptive Analysis of the Pre-Test Scores**

N	$\sum X$	M	Mo	Me	SD	Max	Min
32	2224	69.5000	71	71	7.21110	87	56

Table 4.2 shows that the mean of the data was 69.5. Referring to the modus which was 71, the students' writing ability belonged to *Good* category which ranged between 67.00 — 77.00. Meanwhile, the frequency of distribution of the students' writing ability can be seen in the following table.

**Table 4.3 The Frequency Distribution of the Students' Writing Ability in the Pre-Test**

No	Interval	f	Relative Freq. (%)	Cumulative Freq. (%)	Categorisation
1	89.00 — 99.00	0	0	0	Excellent
2	78.00 — 88.00	3	9.4	9.4	Very Good
3	67.00 — 77.00	18	56.6	65.6	Good
4	56.00 — 66.00	11	34.4	100	Fair
5	45.00 — 55.00	0	0	0	Poor
6	34.00 — 44.00	0	0	0	Very Poor

Table 4.3 shows that there were no students categorised into *Excellent*, *Poor*, nor *Very Poor* categories. The highest frequency of the students' score was in between 67.00 — 77.00 with 18 students (56.3%) belonged to the range. 11 students (34.4%) belonged to *Fair* category and the last 3 students (9.4%) belonged to *Very Good* category. From the explanation

above, it can be concluded that most of the group members were classified into *Good* category before they were given the treatment.

## 2. Data of the Post-Test Scores

In this research, a post-test was used to measure the students' ability after the treatment. In order to collect relevant data of the post-test scores the researcher used the same instrument as in the pre-test. Table 4.4 describes the categorisation of the students' writing ability based on the result of the post-test scores.

**Table 4.4 The Categorisation of the Students' Writing Ability Based on the Post-Test Scores**

<b>Category</b>	<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	89.00 — 99.00	15	46.9
Very Good	76.00 — 88.00	14	43.8
Good	67.00 — 77.00	3	9.4
Fair	56.00 — 66.00	0	0
Poor	45.00 — 55.00	0	0
Very Poor	34.00 — 44.00	0	0
<b>Total</b>		32	100

From table 4.4 it can be seen that most students were categorised into *Excellent* category with 15 students (46.9%). The next most populated

category was *Very Good* category with 14 students (43.8%) and only 3 students (9.4%) were categorised into *Good* category. No students were in either *Fair*, *Poor* nor *Very Poor* categories.

Moreover, based on the statistic calculation using *SPSS 13.00 for windows* computer programme, the mean score of the test was 85.9688 with the standard deviation of 5.91054. The maximum score was 93 while the minimum was 68. The descriptive analysis of the post-test scores can be described as follows:

**Table 4.5 The Descriptive Analysis of the Post-Test Scores**

N	$\sum X$	M	Mo	Me	SD	Max	Min
32	2751	85.9688	89.91	87.5	5.91054	93	68

Based on Table 4.5 it can be seen that the mean of the data was 87.5 and the modus was 89.91. Meanwhile, the frequency distribution of the post-test scores can be seen in Table 4.6

**Table 4.6 The Frequency Distribution of the Students' Writing Ability in the Post-Test**

No	Interval	F	Relative Freq. (%)	Cumulative Freq. (%)	Categorisation
1	89.00 — 99.00	15	46.9	46.9	Excellent
2	78.00 — 88.00	14	43.8	90.7	Very Good
3	67.00 — 77.00	3	9.4	100	Good
4	56.00 — 66.00	0	0	0	Fair
5	45.00 — 55.00	0	0	0	Poor
6	34.00 — 44.00	0	0	0	Very Poor

From Table 4.6 it can be concluded that most of the students belonged to *Excellent* category after the treatment of using weblog was applied to them.

### 3. Comparison between the Pre-Test and Post-Test scores

On Table 4.2 it can be seen that the mean of the pre-test scores was 69.5000 which was classified into *Good* category. Meanwhile the mean score of the post-test on Table 4.5 was 85.9688 which belonged to *Very Good* category. These data implied that the mean score of the post-test was higher than that of the pre-test by showing the improvement of the score category which was from *Good* to *Very Good* categories. Therefore, it can be said that the use of weblog as the treatment applied in the research had significantly improved students' narrative writing skills.



Table 4.7 will illustrates the difference between the pre-test and post-test scores of the subject in writing narrative texts:

**Table 4.7 Statistical Data of the Pre-Test and Post-Test Scores**

<b>Data</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Gain Score</b>
Number of Cases	32	32	
Mean	69.5000	85.9688	16.4688
SD	7.21110	5.91054	
Excellent Category of Frequency	0	46.9%	46.9%
Very Good Category of Frequency	9.4%	43.8%	34.4%
Good Category of Frequency	56.3%	9.4%	
Fair Category of Frequency	34.4%	0	

From the table above it can be identified that the mean score between those of Pre-test and Post-test was increasing by 16.4688. Besides, the variance is homogenous. Moreover, it was showed in the table that *Fair* category decreased by 34.4% and *Good* category decreased by 55.9% from 56.3% to 9.4% which affected *Very Good* category to increase by 34.4% from 9.4% to 43.8% and *Excellent* category to increase by 46.9%.

#### B. Inferential Analysis

The inferential analysis describes the pre-analysis and hypothesis testing. Pre-analysis test is used in order to measure the data's normality and

homogeneity. Moreover, in the hypothesis testing t-test was applied in order to identify whether or not the use of weblog can improve the narrative writing skills of the students. They are presented as follows:

#### 1. Pre-testing Analysis

There are two statistical tests in the pre-analysis testing. They are the test of normality and homogeneity which are to be done before the researcher draws a hypothesis. The results are presented as follows:

##### a. Normality Test

The test of normality aims to find out whether the score data has a normal distribution. To do this test, the researcher employed Kolmogorov-Smirnov. In this test, the data can be classified to be having a normal distribution when the value of  $p$  or *Asymp. Sig. (2-tailed)* is greater than  $\alpha$  (0.05) (Ghozali: 2009). The result of the distribution normality is presented in Table 4.8.

**Table 4.8 The Normality Test of the Students' Writing Test in the Pre-Test and Post-Test**

<b>Students' Test</b>	<b>p Values</b>	<b><math>\alpha</math></b>	<b>Statement</b>
Writing Test (Pre-Test)	0.803	0.05	Normal
Writing Test (Post-Test)	0.350	0.05	Normal

Based on the table above, the results can be presented as follows:

- 1.) The  $p$  value of the pre-test (0.803) was greater than  $\alpha$  (0.05) which means that the data of the pre-test scores had a normal distribution.

2.) The  $p$  value of the post-test (0.350) was greater than  $\alpha$  (0.05) which means that the data of the pre-test scores had a normal distribution.

Both pre-test and post-test scores were greater than the significance level of 0.05. In conclusion, the data distribution of the students' writing skills was normal.

b. Homogeneity Test

Homogeneity test is aimed at finding out whether or not the samples have the homogeneous variance. In this research, the researcher employed F-test to examine the homogeneity of the variance of the data of the Pre-test and Post-test. In this test, the sample is said to be homogeneous if the value of F-observed ( $F_o$ ) is lower than F-table ( $F_t$ ) or if  $p$  significant level is greater than 0.05. Table 4.9 describes the result of the homogeneity test of the pre-test and post-test scores.

**Table 4.9 The Result of the Homogeneity Test of the Pre-Test and Post-Test**

Sources	N	Fo	Ft	df1	df2	$p$	$\alpha$	Statement
Pre-test	32	1.971	2.024	1	62	0.165	0.05	Homogenous
Post-test	32							

From Table 4.9 it can be seen that the value of  $p$  in the tests is greater than the level of significance (0.05). This means that the sample variance of the writing skills test in the classroom is homogenous.

## 2. Hypothesis Testing

Hypothesis testing is employed to reveal whether there is a significant difference on students' writing skills between those before and after the treatment. In this analysis, t-test formula was applied to measure the level of the difference and significance. First of all, the hypothesis must be changed into the null hypothesis ( $H_0$ ) before the hypothesis is to be said as rejected or accepted. In this research, the null hypothesis ( $H_0$ ) states that "There is no significant difference on students' writing skills between those before and after the treatment."

In this research, the researcher employed the *SPSS 13* computer programme to analyse the hypothesis and the data. Theoretically,  $H_1$  is accepted if the value of  $p < 0.05$ . Therefore  $H_0$  is rejected and  $H_1$  is accepted. The following table illustrates the result of the t-test:

**Table 4.10 The Result of *t-test* of Post-Test Scores on Students' Writing After Treatment**

<b>Data</b>	<b><i>p</i></b>	<b><i>α</i></b>	<b>Statement</b>
Post-Test	0.000	0.05	Significant

It can be seen on the table above that  $p < \alpha$ , i.e.  $0.000 < 0.05$ . Therefore the null hypothesis is rejected. It implies that the use of weblog to teach narrative writing shows a significant difference on the students' writing skills.

### C. Discussion

From the research, it was found that there was a significant difference in the students' narrative writing scores between those before and after the treatment application. Based on the result of the mean score and t-test it was emphasised that there was a significant difference in the students' writing skills.

Before the treatment, the sample was given a pre-test of writing one narrative text. This test was conducted in order to examine the students' initial writing skills. In the pre-test it was found that the mean score was 69.5000. The result of the normality test showed that the sample had a normal distribution. Moreover based on the homogeneity test, the variable was homogenous. It can be seen from the  $p$  value which was greater the level of significance, i.e.  $0.165 > 0.05$ .

Meanwhile, the post-test result showed that the mean score of the sample was increasing by 16.4688, i.e. from 69.5000 to 85.9688. According to the normality test, the sample had normal distribution. The t-test result also indicated that there was a difference in the students' narrative writing skills since the  $p$  value is lower than the significance level, i.e.  $0.000 < 0.05$ . Therefore, the null hypothesis ( $H_0$ ) was rejected and automatically the alternate hypothesis ( $H_a$ ) was accepted in which also meant that there was a significant difference between the result of the pre-test and the post-test. This then further proved that the proposed hypothesis "There is a significant difference on students' writing skills between those before and after the treatment" was accepted.

It can be seen from the results of the study that teaching writing using weblog can improve students' writing skills. As mentioned before, the students mainly had problems with their grammatical features and cohesive devices use and in generating ideas.




	After her son had left, Malin Kundang's mother went to the beach every day. she hoped her son would return soon.
	One day, a beautiful and luxurious ship docked. Malin Kundang come back to her village with his wife. He was a rich person.
	Malin Kundang not admit the old women as his mother. Finally Malin Kundang change to a rock.

Figure 4.1 Example of a student's problem in generating ideas

one day there llived a boy named Malin Kundang. He wanted to travel to town city because he wanted to make his mother be happy and changed their destiny to be better than past.

after that, his mother always waited for her son to come back in the harbour. she had waited so long, because of it. she worried her son. there were mot even ome news that she got. in the town city, Malin Kundang met a beautiful girl and then he got marry with her.

one day, Malin Kundang come back to his home town and then he met his mother . but he didn't approve his mother. because his mother got

Figure 4.2 Example of a student's problem in using time connectives and capitalisation

In the other case, Malin Kundang already married with the daughter's of the owner ship because he was perfectly in all work. And now Malin Kundang has been being The rich-owner ship-son-in-law. He didn't told everyone that he had a mother, because he was too ashame to introduced her. Her mother was old ugly and sick woman.

The day finally came, Malin Kundang and his wife finally anchor at the harbour at Malin Kundang's hometown. The villagers who knew this, They directly told Malin Kundng's mother that her lovely son had been returned from his wandered. As soon as knowing this, Malin kundang's mother was very happy to saw him. When she arrived at the ship, and Malin Kundang's wife asked who was that woman, Malin Kundang just said She was nothing, He even didn't knew who was she, "It's impossible that she was my mother, I

Figure 4.3 Example of a student's problem in using appropriate personal pronouns

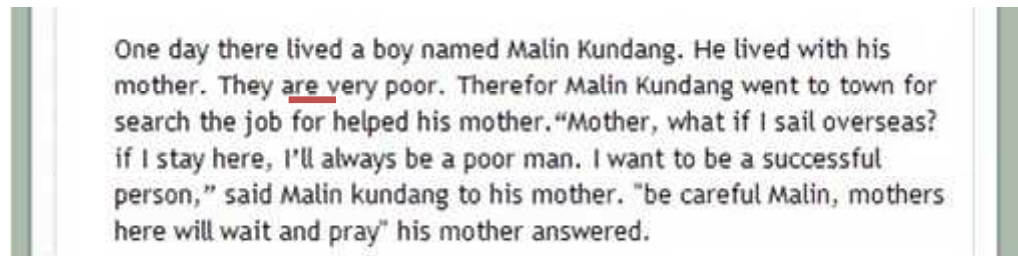


Figure 4.4 Example of a student's problem in using tenses

These improvements rooted in some reasons. For instance, weblog are constructivist tools for learning. Moreover weblog can "expand" the walls of the classroom, which means it enables the students to interact with the readers of their writings even it is outside the classroom.



Figure 4.5 Interaction in the weblog between students in X-A Class

Furthermore, a weblog is a democratic tool that supports different learning styles. Using weblog, even the most silent and passive students can get the same chance to interact with their peers in the classroom or even



readers outside the classroom. Weblogs also give advantages for the teacher. For example weblog archive the learning that the teachers and students do, facilitating all sorts of reflection that was previously much more cumbersome (Richardson: 2009). Moreover, using this media, the teacher had more chance to monitor the students' works. Feedback in the form of corrections and suggestions on the mistakes and errors the students made in their writings could be given at anytime.



Figure 4.6 Feedback in form of corrections and suggestions given in one of the student's weblog by the researcher

In this research, the teacher gave feedback right after the peer discussion on the *comment section*. In the next meeting, the students were to revise their writing based on the given feedback. This facilitates the students to improve their skills because they could get sufficient feedback as well as opportunities to interact more with their peers and teacher, which was usually done only inside of the class.

One day there lived a boy named Malin Kundang. Tey live in a hut in the village near the sea. He livid with her mother. they were very poor. Malin kundang said to her mother "I have to leave thisvillage and look for a job." His mother was sad to hear it. but she knew that Malin Kundang was right. so she let him go

After her son had left, Malin Kundang's mother went to the beach every day. she hoped her son would return soon.

One day, a beautiful and luxurious ship docked. Malin Kundang come back to her village with his wife. He was a rich person.

Malin Kundang not admit the old women as his mother. Finally Malin Kundang change to a rock.

Student's first draft

**Malin Kundang (2)**

One day there lived a boy named Malin Kundang. They lived in a hut in the village near the sea. He lived with his mother. They were very poor. Malin kundang said to her mother "I have to leave this village and look for a job." His mother was sad to hear it but she knew that Malin Kundang was right, so she let him go.

After her son had left, Malin Kundang's mother went to the beach every day. She hoped her son would return soon. However Malin never came back. Therefore she felt so sad.

One day, a beautiful and luxurious ship docked. Malin Kundang came back to his village with his wife. He was a rich person. Malin's mother was so hapy saw her son came home. She ran to him.

However, Malin Kundang did not admit the old women as his mother. Malin's mother became really angry. Finally she cursed Malin Kundang and he changed to a rock.

Student's writing after revision

Figure 4.7 Example of a comparison of a student's work between the first writing and the revised writing after peer-comment and peer-feedback and researcher's feedback

From the figure above, it can be seen that the student's writing has improved in terms of grammatical features, cohesive devices and in generating ideas. In other words, the writing's accuracy leveled up and the mistakes found were fewer. As a matter of fact, mistakes still took place in some parts of the students' writings in general. However the mistakes the students made were fewer than the previous writing because they had considered the given feedback then revised their work based on the feedback.

It can be concluded that the use of weblog as media in teaching narrative writing could improve the students' writing skills better than the media used to be applied before the treatment. Therefore, it can be stated that the use of the weblog media in teaching writing can be an alternative solution to overcome the students' difficulties in generating ideas, using appropriate grammar, and cohesive devices.

## CHAPTER V

### CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter comprises three main sections, namely conclusions, implications, and suggestions from the result of the research. Those points are presented as follows.

#### **A. Conclusion**

It can be concluded from the result that using weblog as a medium gives better effect on the students' narrative writing skills since it covered all the problems the class was having, namely in generating ideas, using grammatical features and using cohesive devices.

To begin with, the mean of the Pre-test scores was 69.5000 which classified into *Good* category. Meanwhile the mean score of the Post-test on Table 4.5 was 85.9688 which belonged to *Very Good* category.

This implied that the mean score of the Post-test was higher than that of the Pre-test by showing the improvement by 16.4688 points. Meanwhile, the score category leveled up from *Good* to *Very Good*. Therefore, it can be said that the use of weblog as the treatment applied in the research had significantly improved students' narrative writing skills.

During the treatments, the students engaged in the study were motivated since their work would be posted online. Moreover they managed

to do peer-correction on the grammar and cohesive devices using of their friends' writings.

Based on the research findings, it can be concluded that the students' writing skills after the treatment are better than those before the treatment. Moreover based on the result of the *t-test* of the post-test, it can be stated that  $p_{\text{value}}$  (0.000) was lower than the significance level (0.05). Therefore, the hypothesis which says: "Students' writing skills after the treatment are better than before the treatment" is accepted.

## **B. Implications**

From the results defined above, it is concluded that the use of weblog had improved the students' writing skills in terms of generating ideas, and appropriate grammar, and cohesive devices use. Therefore, this research implies the use of weblog as teaching-learning media is appropriate in teaching writing.

During this study, the students were motivated and they tended to generate their ideas better. They also managed to do peer-correction on their friends' writings. This had nurtured their improvement on grammar and cohesive devices using. Moreover, the quantitative result found in the research had proven that the treatment used had improved the students' writing skills. This can be seen from the gain score of the means between the pre-test and the

post-test which is 16.4688. Considering this conclusion, the use of weblog can be said as capable to promote improvement on the students' writing skills.

This had claimed the theories of using appropriate teaching media in order to overcome students' writing problems. Therefore it is recommended for English teachers to use weblog as teaching English media in order to improve students writing skills.

### **C. Suggestions**

Based on the results of the study, conclusions and implications, some suggestions are proposed to these following parties in order to improve the students' writing skills.

#### **1. to English teachers**

In teaching learning of writing, in this case narrative writing, an English teacher should be able to choose the most appropriate teaching media for the students. The media used in writing teaching process should focus not only on cognitive aspects but also on socio-affective aspects. To meet these needs, the use of weblog is recommended as it, for example, enables the students to interact with other students, even from other side of the world (Richardson: 2009). Therefore English teachers are suggested to use weblog as media in the process of writing teaching learning.

## 2. to Students of English Education Department

The result of this research is expected to give more insights to English Education Department students about recommended writing teaching and learning media that can be used in the classroom. As it can enrich their creativity in teaching and is able to help them better engage the students in the teaching learning process, and finally help the students to produce the right forms of writing.

## 3. to other Researchers

It is expected that this study can encourage other researchers to conduct further studies regarding the use of weblog as writing teaching media. This research was limited only to the tenth grade of SMA N 5 Yogyakarta students, therefore further studies in the similar field are expected to come in the future. Moreover, studies about this teaching media can be done on the other English language skills namely listening, speaking, and/or reading. Developing the research in form of action research on this media is also expected.

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# APPENDIX 1

## Research Instruments

## **Pretest**

Name : \_\_\_\_\_

No : \_\_\_\_\_

Class : \_\_\_\_\_

Write a narrative text of your own creation (about 250 words). Tell the story in 4 paragraphs.

Title : .....

Par. 1 : .....  
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Par. 2 : .....  
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.....  
.....  
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.....  
.....  
.....

Par. 3 : .....  
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Par. 4 : .....  
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## **Posttest**

Name : \_\_\_\_\_  
No : \_\_\_\_\_  
Class : \_\_\_\_\_

Write a narrative text of your own creation (about 250 words). Tell the story in 4 paragraphs.

Title : .....

Par. 1 : .....  
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Par. 2 : .....  
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.....  
.....  
.....  
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Par. 3 : .....  
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Par. 4 : .....  
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APPENDIX 2

Course Grid,  
Lesson Plans,  
Learning Materials

**COURSE GRID OF TEACHING AND LEARNING PROCESS OF WRITING SKILLS  
FOR THE TENTH GRADE STUDENTS OF SMA N 5YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**

Meeting	Standard of Competence	Basic Competence	Language Focus	Materials	Input Text	Activities	Learning Objectives	Time
Meeting 1-2	Expressing meaning in short functional text and monologue in form of simple narrative, descriptive, and news item texts in daily life contexts.	Responding meaning in simple monologue texts using various spoken languages accurately, fluently, and acceptably using written language in the daily context in the form of narrative, descriptive and news item	<ul style="list-style-type: none"> <li>• Organisation</li> <li>• Vocabulary</li> <li>• Mechanic</li> </ul>	<ul style="list-style-type: none"> <li>• Generic Structure (orientation, complication, resolution)</li> <li>• Use of time connectives and conjunctions to sequence events through time (when, at last, soon, then, after, therefore,...) A recount text</li> </ul>	Narrative Texts	<p><b>1. Opening</b></p> <p>a. Praying</p> <p>b. State the objectives of the study</p> <p><b>2. Main Activities</b></p> <p>a. Building Knowledge of the Field</p> <p>1). Answer teacher's questions related to the notion of narrative.</p> <p>2). Based on their knowledge, the students mention examples of folktales or legends through displayed pictures.</p> <p>3). Share knowledge about the picture displayed.</p> <p><b>b. Modeling of Text</b></p> <p>1). Discuss the generic structure of a narrative text.</p> <p>2). Watch some serial pictures that is followed by a narrative text in the teacher's blog. Then answer the following</p>	<p>a. understand the meanings and the generic structure and use of time connections and conjunctions of written narrative;</p> <p>b. work cooperatively in doing exercises in group or pairs.</p>	4 x 45"

						<p>questions. (helping them understand the function and the generic structure of a narrative text in group.).Representative of each group present the answers politely</p> <p>4).Arrange jumbled narrative paragraphs based on the generic structures in pairs.</p> <p><b>c. Joint Construction of the Text</b></p> <p>1).Observing an example of narrative text in the teacher's blogto learn the text.</p> <p>2).Discuss difficult vocabularies related to the text in pairs.</p> <p>3).Complete a work sheet and use it as a writing guidance to write narrative in pairs.</p> <p><b>3. Closing</b></p> <p><b>a. Summarize the learning material.</b></p> <p><b>b. Reflect on the learning activities.</b></p> <p><b>c. Pay attention to teacher's feedback.</b></p> <p><b>d. Do closing prayer.</b></p>		
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Meeting 3-4	Expressing meaning in short functional text and monologue in form of simple narrative, descriptive, and news item texts in daily life contexts.	Responding meaning in simple monologue texts using various spoken languages accurately, fluently, and acceptably using written language in the daily context in the form of narrative, descriptive and news item.	<ul style="list-style-type: none"> <li>•Mechanic</li> <li>•Content</li> </ul>	<ul style="list-style-type: none"> <li>• A narrative text</li> <li>• Simple past tense exercises</li> <li>• Adjective exercises</li> </ul>	Narrative texts	<p><b>1. Opening</b> Praying State the objectives of the study</p> <p><b>2. Main Activities</b> <b>a. Modeling of Text</b> 1).Read a narrative text in the teacher's blog and answer some questions to help them understand the grammatical features of a narrative text in pairs. Each pair provides the answers politely. 2).Discuss the grammatical features of a narrative text and answer questions on the features in pairs. Each pair provides the answers politely.</p> <p><b>b. Joint Construction of the Text</b> 1).Rewrite example text using the guidance in pairs. 2).Post the writings to the blog (the students') 3).Comment on the peer's works 4).Feedback comment on students' works</p>	<ul style="list-style-type: none"> <li>a. understand the linguistic features, and the grammatical features of written narrative;</li> <li>b. create written narrative using the appropriate linguistic features, grammatical features and generic structure.</li> <li>c. work cooperatively in doing exercises in pairs.</li> </ul>	4 x 45"
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						<b>3. Closing (10 minutes)</b> <b>a. Summarize the learning material with teacher's assistances.</b> <b>b. Reflect on the learning activities with teacher's assistances.</b> <b>c. Pay attention to feedback given by the teacher.</b>		
Meeting 5-6	Expressing meaning in short functional text and monologue in form of simple narrative, descriptive, and news item texts in daily life contexts.	Responding meaning in simple monologue texts using various spoken languages accurately, fluently, and acceptably using written language in the daily context in the form of narrative, descriptive and news item.	<ul style="list-style-type: none"> <li>•Language use</li> <li>•content</li> </ul>	<ul style="list-style-type: none"> <li>•A narrative text</li> </ul>	Narrative Texts	<b>1. Opening</b> Praying State the objectives of the study  <b>2. Main Activities</b> <b>a. Joint Construction of the Text</b> 1). Revise previous works based on peer's comment and teacher's feedback. 2). Post the writings to the blog (the students') 3). Comment on the peer's works 4). Feedback comment on students' works <b>b. Independent Construction of the Text</b> 1). Students are given a topic 2). Write a narrative text	a. understand the linguistic features, and the grammatical features of written narrative; b. create written narrative using the appropriate linguistic features, grammatical features and generic structure. c. work cooperatively in doing exercises in pairs.	2 x 45"

						<p>without using guidance individually.</p> <p><b>3. Closing (10 minutes)</b></p> <p><b>a. Summarize the learning material with teacher's assistances.</b></p> <p><b>b. Reflect on the learning activities with teacher's assistances.</b></p> <p><b>c. Pay attention to feedback given by the teacher.</b></p>		
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## LESSON PLAN 1

School	: SMA N 5 Yogyakarta
Subject	: English
Class	: X
Text Type	: Narrative
Skill	: Writing
Time	: 2 x 45 minutes

### 1. Standard of competence:

Expressing meaning in short functional text and simple essay in form of simple narrative, descriptive, and news item texts in daily life contexts.

### 2. Basic competence:

Expressing meaning and rhetoric stages accurately, fluently and acceptably by using written language in the daily context in the form of narrative, descriptive and news item.

### 3. Learning objective:

After learning through several activities, the students are able to:

- understand the meanings and the generic structure and use of time connections and conjunctions of written narrative;
- work cooperatively in doing exercises in group or pairs.

### 4. Learning Material

Narrative Text

Genre: Narrative

Social Function: To amuse, to entertain and instruct the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

Generic Structure:

- Orientation: setting the scene and introduces the participants
- Complication: crisis rising
- Resolution: crisis resolving, for better or for worse.

Grammatical features:

- Use of particular nouns to refer or to describe the particular people, animals and things that the story is about.
- Use of adjectives to build noun groups to describe the people, animals or things in the story.

- Use of time connectives and conjunctions to sequence events through time (when, at last, soon, then, after, therefore,...).
- Use of adverbs and adverbial phrases to locate the particular events.
- Use of *past tense* action verbs to indicate the actions.

## 5. Teaching Method

Genre-Based Approach

## 6. Learning Activities

1. Opening
  - a. Praying
  - b. State the objectives of the study
2. Main Activities
  - a. Building Knowledge of the Field
    - 1).Answer teacher's questions related to the notion of narrative.
    - 2).Based on their knowledge, the students mention examples of folktales or legends through displayed pictures.
    - 3).Share knowledge about the picture displayed.
  - b. Modeling of Text
    - 1).Discuss the generic structure of a narrative text.
    - 2).Watch some serial pictures that is followed by a narrative text in the teacher's blog. Then answer the following questions.(helping them understand the function and the generic structure of a narrative text in group.).Representative of each group present the answers politely
    - 4).Arrange jumbled narrative paragraphs based on the generic structures in pairs.
  - c. Joint Construction of the Text
    - 1).Observe an example of narrative text in the teacher's blog to learn the text.
    - 2).Observe the part of speech of the words in the text in pairs.
    - 3).Complete a work sheet and use it as a writing guidance to write narrative in pairs.
3. Closing
  - a. Summarize the learning material.
  - b. Reflect on the learning activities.
  - c. Pay attention to teacher's feedback.
  - d. Do closing prayer.

## 7. Media

- a. Computer
- b. LCD and screen
- c. Internet

## 8. Assessment

ESL Composition Profile (Jacobs et al.: 1981)

Content	16-13	does not show knowledge of subject* non-substantive* not pertinent* or not enough to evaluate
	21-17	limited knowledge of subject* little substance* inadequate development of topic
	26-22	some knowledge of subject* adequate range* limited development of thesis* mostly relevant topic, but lack detail
	30-27	knowledgeable* substantive* through development of thesis* relevant to assigned topic
Organisation	9-7	does not communicate* no organisation or not enough to evaluate
	13-10	non-fluent* ideas confused or disconnected* lacks logical sequencing and development
	17-14	somewhat choppy* loosely organised but main ideas stand out* limited support logical but incomplete sequencing
	20-18	fluent expression* ideas clearly stated/supported* succinct* well-organised* logical sequencing* cohesive
Vocabulary	9-7	essentially translation* little knowledge of English vocabulary, idioms, word form* or not enough to evaluate
	13-10	limited range* frequent errors of word/idiom form, choice, usage* <i>meaning confused or obscured</i>
	17-14	adequate range* occasional errors of word/idiom form, choice, usage but <i>meaning not obscured</i>
	20-18	sophisticated range* effective word/idiom choice and usage* word form mastery* appropriate register
Language Use	10-5	virtually no mastery of sentence construction rules* dominated by errors* does not communicate* or not enough to evaluate
	17-11	major problems in simple/complex constructions* frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions* <i>meaning confused or obscured</i>
	21-18	effective but simple constructions* minor problems in complex constructions* several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	25-22	effective complex constructions* few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
Mechanic	2	no mastery of conventions* dominated by errors of spelling, punctuation, capitalisation, paragraphing* handwriting illegible* or not enough to evaluate
	3	frequent errors of spelling, punctuation, capitalisation, paragraphing* poor handwriting* <i>meaning confused or obscured</i>
	4	occasional errors of spelling, punctuation, capitalisation, paragraphing <i>but meaning not obscured</i>
	5	demonstrates mastery of conventions* few errors of spelling, punctuation, capitalisation, paragraphing

$$\begin{aligned}
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Guidelines for providing interpretation of research variables (Azwar: 2010)

Category	Interval Scores
Excellent	89.00-99.00
Very Good	78.00-88.00
Good	67.00-77.00
Fair	56.00-66.00
Poor	45.00-55.00
Very Poor	34.00-44.00

Approved by,

English Teacher

Researcher

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## LESSON PLAN 2

School	: SMA N 5 Yogyakarta
Subject	: English
Class	: X
Text Type	: Narrative
Skill	: Writing
Time	: 2 x 45 minutes

### 1. Standard of competence:

Expressing meaning in short functional text and simple essay in form of simple narrative, descriptive, and news item texts in daily life contexts.

### 2. Basic competence:

Expressing meaning and rhetoric stages accurately, fluently and acceptably by using written language in the daily context in the form of narrative, descriptive and news item.

### 3. Learning objective:

After learning through several activities, the students are able to:

- understand the linguistic features, and the grammatical features of written narrative;
- create written narrative using the appropriate linguistic features, grammatical features and generic structure.
- work cooperatively in doing exercises in pairs.

### 4. Learning Material

Narrative Text

Genre: Narrative

Social Function: To amuse, to entertain and instruct the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

Generic Structure:

- Orientation: setting the scene and introduces the participants
- Complication: crisis rising
- Resolution: crisis resolving, for better or for worse.

Grammatical features:



- Use of particular nouns to refer or to describe the particular people, animals and things that the story is about.
- Use of adjectives to build noun groups to describe the people, animals or things in the story.
- Use of time connectives and conjunctions to sequence events through time (when, at last, soon, then, after, therefore,...).
- Use of adverbs and adverbial phrases to locate the particular events.
- Use of *past tense* action verbs to indicate the actions.

## **5. Teaching Method**

Genre-Based Approach

## **6. Learning Activities**

### **1. Opening**

- a. Praying
- b. State the objectives of the study

### **2. Main Activities**

#### **a. Building Knowledge of Text**

- 1). Read a narrative text and correct the verbs then answer some questions to help them understand the generic structure of narrative text in pairs. Each pair provides the answer politely.

#### **b. Modeling of Text**

- 1). Discuss the grammatical features of a narrative text and answer questions on the features in pairs. Each pair provides the answers politely.

#### **b. Joint Construction of the Text**

- 1). Compose a text using the guidance in pairs.
- 2). Post the writings to the blog (the students')
- 3). Comment on the peer's works
- 4). Feedback comment on students' works

### **3. Closing (10 minutes)**

- a. Summarize the learning material with teacher's assistances.
- b. Reflect on the learning activities with teacher's assistances.
- c. Pay attention to feedback given by the teacher.

## **7. Media**

- a. Computer
- b. LCD and screen
- c. Internet

## 8. Assessment

ESL Composition Profile (Jacobs et al.: 1981)

Content	16-13	does not show knowledge of subject* non-substantive* not pertinent* or not enough to evaluate
	21-17	limited knowledge of subject* little substance* inadequate development of topic
	26-22	some knowledge of subject* adequate range* limited development of thesis* mostly relevant topic, but lack detail
	30-27	knowledgeable* substantive* through development of thesis* relevant to assigned topic
Organisation	9-7	does not communicate* no organisation or not enough to evaluate
	13-10	non-fluent* ideas confused or disconnected* lacks logical sequencing and development
	17-14	somewhat choppy* loosely organised but main ideas stand out* limited support logical but incomplete sequencing
	20-18	fluent expression* ideas clearly stated/supported* succinct* well-organised* logical sequencing* cohesive
Vocabulary	9-7	essentially translation* little knowledge of English vocabulary, idioms, word form* or not enough to evaluate
	13-10	limited range* frequent errors of word/idiom form, choice, usage* <i>meaning confused or obscured</i>
	17-14	adequate range* occasional errors of word/idiom form, choice, usage but <i>meaning not obscured</i>
	20-18	sophisticated range* effective word/idiom choice and usage* word form mastery* appropriate register
Language Use	10-5	virtually no mastery of sentence construction rules* dominated by errors* does not communicate* or not enough to evaluate
	17-11	major problems in simple/complex constructions* frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions* <i>meaning confused or obscured</i>
	21-18	effective but simple constructions* minor problems in complex constructions* several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	25-22	effective complex constructions* few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
Mechanic	2	no mastery of conventions* dominated by errors of spelling, punctuation, capitalisation, paragraphing* handwriting illegible* or not enough to evaluate
	3	frequent errors of spelling, punctuation, capitalisation, paragraphing* poor handwriting* <i>meaning confused or obscured</i>
	4	occasional errors of spelling, punctuation, capitalisation, paragraphing <i>but meaning not obscured</i>
	5	demonstrates mastery of conventions* few errors of spelling, punctuation, capitalisation, paragraphing

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Guidelines for providing interpretation of research variables (Azwar: 2010)

Category	Interval Scores
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Very Good	78.00-88.00
Good	67.00-77.00
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English Teacher

Researcher

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NIM. 08202241022

### LESSON PLAN 3

School	: SMA N 5 Yogyakarta
Subject	: English
Class	: X
Text Type	: Narrative
Skill	: Writing
Time	: 2 x 45 minutes

#### 1. Standard of competence:

Expressing meaning in short functional text and simple essay in form of simple narrative, descriptive, and news item texts in daily life contexts.

#### 2. Basic competence:

Expressing meaning and rhetoric stages accurately, fluently and acceptably by using written language in the daily context in the form of narrative, descriptive and news item.

#### 3. Learning objective:

After learning through several activities, the students are able to:

- a. understand the linguistic features, and the grammatical features of written narrative;
- b. create written narrative using the appropriate linguistic features, grammatical features and generic structure.
- c. work cooperatively in doing exercises in pairs.

#### 4. Learning Material

Narrative Text

Genre: Narrative

Social Function: To amuse, to entertain and instruct the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

Generic Structure:

- Orientation: setting the scene and introduces the participants
- Complication: crisis rising
- Resolution: crisis resolving, for better or for worse.

Grammatical features:

- Use of particular nouns to refer or to describe the particular people, animals and things that the story is about.

- Use of adjectives to build noun groups to describe the people, animals or things in the story.
- Use of time connectives and conjunctions to sequence events through time (when, at last, soon, then, after, therefore,...).
- Use of adverbs and adverbial phrases to locate the particular events.
- Use of *past tense* action verbs to indicate the actions.

## **5. Teaching Method**

Genre-Based Approach

## **6. Learning Activities**

### **1. Opening**

- a. Praying
- b. State the objectives of the study

### **2. Main Activities**

#### **a. Building Knowledge of Text**

- 1).Study a picture and do a brainstorming task to help them compose a narrative text.

#### **b. Modeling of Text**

- 1).Compose a narrative text based on the brainstormed picture.

#### **c. Joint Construction of the Text**

- 1).Revise previous works based on peer's comment and teacher's feedback.
- 2).Post the writings to the blog (the students')
- 3).Comment on the peer's works
- 4).Feedback comment on students' works

#### **d. Independent Construction of the Text**

- 1). Students are given a topic
- 2). Write a narrative text without using guidance individually.

### **3. Closing (10 minutes)**

- a. Summarize the learning material with teacher's assistances.
- b. Reflect on the learning activities with teacher's assistances.
- c. Pay attention to feedback given by the teacher.

## **7. Media**

- a. Computer
- b. LCD and screen
- c. Internet

## 8. Assessment

ESL Composition Profile (Jacobs et al.: 1981)

Content	16-13	does not show knowledge of subject* non-substantive* not pertinent* or not enough to evaluate
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Vocabulary	9-7	essentially translation* little knowledge of English vocabulary, idioms, word form* or not enough to evaluate
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Mechanic	2	no mastery of conventions* dominated by errors of spelling, punctuation, capitalisation, paragraphing* handwriting illegible* or not enough to evaluate
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Wikan Meisarah  
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## MATERIALS FOR LESSON PLAN 1

### A. Building Knowledge of Field

**Activity 1. Discuss these questions with your friends.**

1. Do you know any folktale or legend from our country?
2. What is your favourite folktale or legend?
3. Who were the characters?
4. What happened to these characters?
5. Was it a sad or happy ending?

**Activity 2. Look at the pictures. Have you ever heard stories about them? What are the pictures about?**



**Activity 3. Study the following words.**

English	Part of Speech	Indonesian
arrogant	adjective	sombong
poor	adjective	miskin
wealthy	adjective	kaya
son	noun	anak laki-laki
youth	noun	usia muda
expel	verb	mengusir
temple	noun	candi
princess	noun	putri (kerajaan) menyuruh,



command	verb	memerintah
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## B. Modeling of Text

**Activity 4. Read the following text and answer the questions below based on the information of the text. Discuss with your partners.**

### LEGEND OF TOBA LAKE

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, the daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

1. Who are the characters in the story?
2. Where did the story take place?
3. What is the main idea of paragraph 2?
4. What did the fish ask the man to do?
5. Did the man keep his promise?
6. How did the story end?

**Narrative text consists of:**

**ORIENTATION:** the setting (the place, time), the characters (the people in the story)

**COMPLICATIONS:** the complication (the conflict in the story)

**RESOLUTION:** the outcome (what happened in the end)

**Activity 5. Name the generic structure of each paragraph and arrange them into a narrative text. Do with your partner.**

### THE SMARTEST PARROT

At the first, the man was very nice to the bird but then he got very **angry**. "You stupid bird!" pointed the man to the **parrot**. "Why can't you say the word? **Say** Catano! Or I will kill you" the man said **angrily**. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird **kept** not to say the word of Catano.

The man felt **excited** having the smartest parrot but he could not understand why the parrot would not say Catano. The **man** tried to teach the bird to say Catano however the bird kept not saying the word.

Once upon time, a man had a **wonderful** parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the **place** where it was born. The name of the place was Catano.

The next day, the man **came** back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three **dead** chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

### THE UGLY DUCKLING

He was very **happy**. From that day on, he swam and played with his new friends and was happier than he had never been.

However the **largest** egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very **gray**. He didn't look like the others at all. He was like a turkey.

The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling run away and hid in the **bushes**. The sad duckling lived alone through the cold and snow winter.

Finally the spring flowers began to **bloom**. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling **bent** his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs **cracked** and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However, the other animals didn't agree. They **hissed** and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked.

When the mother duck brought the children to the **pond** for their first swimming lesson. The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly.

**Activity 6. Identify the part of speech of these following words by putting a tick (✓) in the right column.**

Words	Adjective	Adverb	Noun	Verb
angry	✓			
parrot				
say				
angrily				
kept				
excited				
man				
wonderful				
place				
came				
dead				
happy				
largest				

gray				
bushes				
bloom				
bent				
cracked				
hissed				
pond				

### C. Joint Construction of Text

**Activity 7. In pairs, read the story of *Romeo and Juliette* below. Find as many example of adjectives, adverbs and verbs as possible.**

#### ROMEO AND JULIETTE

In the town of Verona there lived two families, the Capulets and the Montagues. They engaged in a bitter feud. Among the Montagues was Romeo, a hot-blooded young man with an eye for the ladies. One day, Romeo attended the feast of the Capulets', a costume party where he expected to meet his love, Rosaline, a haughty beauty from a well-to-do family. Once there, however, Romeo's eyes felt upon Juliet, and he thought of Rosaline nomore.

The vision of Juliet had been invading his every thought. Unable to sleep, Romeo returned late that night to the Juliet's bedroom window. There, he was surprised to find Juliet on the balcony, professing her love for him and wishing that he were not a "Montague", a name behind his own. "What's in a name? That which we call a rose by any other name would smell as sweet." Romeo was ready to deny his name and professed his love. The two agreed to meet at nine o'clock the next morning to be married. Early the next morning, Romeo came to Friar Lawrence begging the friar to marry him to Juliet. The Friar performed the ceremony, praying that the union might someday put an end to the feud between the two families. He advised Romeo kept the marriage a secret for a time.

On the way home, Romeo chanced upon his friend Mercutio arguing with Tybalt, a member of the Capulet clan. That qurreling last caused Merquito died. Romeo was reluctant no longer. He drew his sword and slew Tybalt died. Romeo realized he had made a terrible mistake. Then Friar Lawrence advised Romeo to travel to Mantua until things cool down. He promised to inform Juliet. In the other hand, Juliet's father had decided the time for her to marry with Paris. Juliet consulted Friar Lawrence and made a plot to take a sleeping potion for Juliet which would simulate death for three days. The plot proceeded according to the plan. Juliet was sleeping in death.

Unfortunately, The Friar's letter failed to reach Romeo. Under the cover of darkness, he broke into Juliet's tomb. Romeo kissed the lips of his Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion wear off. Juliet woke up calling for Romeo. She found her love next to her but was lying dead, with a cup of poison in his hand. She tried to kiss the poison from his lips, but failed. Then Juliet put out his dagger and plunged it into her breast. She died.

**Activity 8. With a friend, choose a folktale or a local legend from Indonesia, then write into a story. Use the story plan below to write notes for your narrative.**

Where and when?

---

---

Who were in the story?

---

---

What was the problem?

---

---

How did they try to solve the problem?

---

---

How did the story end?

---

---

**Title:** \_\_\_\_\_

**Orientation:**

---

---

---

---

---

**Complications:**


**Resolution:**


## MATERIALS FOR LESSON PLAN 2

### A. Building Knowledge of Text

**Activity 1. Correct the verbs of the text below and answer the following questions. Do with your partner.**

#### THE KING OF THE MICE AND THE WOODCUTTER

Once, there (live) The King of Mice. He (live) inside a Banyan tree in a forest. He (love) the tree as his home. He (live) there happily.

One day, a poor man (want) to cut down the banyan tree. The king (is) frightened so he (ask) the woodcutter to leave the tree standing. In return, he (will) give the woodcutter a gold every day. The woodcutter then (agree).

Every evening, the king (give) a piece of gold to the woodcutter. The gold (is) taken out from the roots of the Banyan tree. The woodcutter (is) happy and (take) the gold home.

After a few days, the woodcutter's wife (ask) him, "Where does the gold come from?" So he (reply), "The king of the mice gives me the golds from under the roots of the tree." "Oh, you are stupid!" his wife (yell). She then (suggest). "Why don't you cut down the tree and take the golds all away?" The woodcutter then (do) what his wife (say) to him.

On the following day, the woodcutter (cut) down the Banyan tree. Unfortunately, he (do) not find any gold there. The tree (is) empty. Meanwhile the king of mice (is) running away with his family and troops. On their way, they (creep) up to the woodcutter's house and (take) back all the golds.

1. Who are the characters in the story?
2. Where did the story happen?
3. What was the problem?
4. How did the story end?

### B. Modeling of Text

**Activity 1. In pairs, study the explanations about Simple Past Tense and Past Continuous Tense below.**

#### 1. Simple Past Tense

Simple Past Tense is used to state activities in a certain time in a past.

The possible adverbial times are for example:

- yesterday
- last week, last month, last night, etc.
- two years ago, a couple of days ago, etc.

- etc.

The formula for Simple Past Tense:

**S + V2** (Regular and Irregular Verb)

Examples: ***The girl touched the stone.***

***The Carpenter finally cut the tree.***

## 2. Past Continuous Tense

Past Continuous tense is used to say that someone was in the middle of doing something at a certain time in a past.

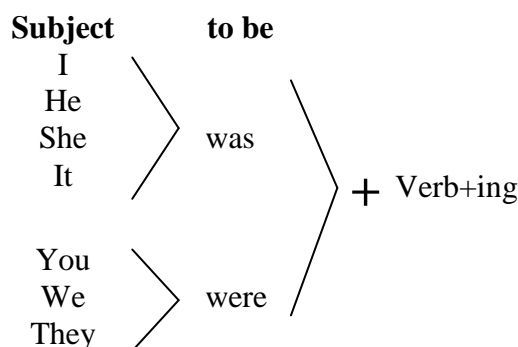
The possible adverbial times are for example:

- yesterday
- last week, last month, last night, etc.
- two years ago, a couple of days ago, etc.
- etc.

The possible signal words are example; when, while, as long as, etc

The formula for Past Continuous Tense:

**S + to be + Verb+ing**



Examples: ***Juliette was waiting for Romeo.***

***The fairies were flying around the garden.***

## 3. We express a sentence using Past Continuous Tense and Simple Past Tense together when something happened in the middle of something else.

**Past Continuous tense+ when+ simple past tense**

*e.g. They were harvesting the field when the storm attacked.*

**Simple past tense +while+ Past Continuous tense**

*e.g. The King took the gold when the Mice was sleeping.*

## 4. In a narrative text you also use time connections and conjunctions. Here are the examples of:



<b>Time connectives</b>	when at last soon then after finally before in the end
-------------------------	---

<b>Conjunctions</b>	therefore as a result besides so that moreover furthermore
---------------------	---

**Activity 2. Change the verbs into the correct forms (Simple Past Tense and Past Continuous Tense). Number one has been done for you as an example.**

1. The monkeys were swaying (sway) around when the crocodiles approached (approach) them.
2. The day \_\_\_\_\_ (rain) when Mr. Frog \_\_\_\_\_ (sing) his pretty song.
3. The beautiful princess \_\_\_\_\_ (come) while the poor man \_\_\_\_\_ (harvest) some grapes.
4. The roosters \_\_\_\_\_ (start) to crow while Sangkuriang \_\_\_\_\_ (build) the ship.
5. The cook \_\_\_\_\_ (cook) when a mouse \_\_\_\_\_ (pass) the alley.
6. Snow White \_\_\_\_\_ (clean) the hut when the witch \_\_\_\_\_ (offer) her an apple.

**Activity 3. With your partner, fill the blanks using the provided time connectives and conjunctions.**

### **THE CAP SELLER AND THE MONKEYS**

- 1.) \_\_\_\_\_, a cap seller was passing through a jungle. He was very tired and needed to rest. 2.) \_\_\_\_\_, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.
- 3.) \_\_\_\_\_ the cap seller had a sound sleep for one hour. 4.) \_\_\_\_\_ he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there.

When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him.

He decided to get his caps back by making a humble request to the monkeys. 5.) \_\_\_\_\_, the monkeys only made faces of him. 6.) \_\_\_\_\_ he begun to make gesture, the monkeys also imitated him.

7.) \_\_\_\_\_ he found a clever idea. " Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. 8.) \_\_\_\_\_ as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

a. in return	b. at last	c. once	c. when	d. then	e. after that	f. when	g. finally
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### C. Joint Construction of the Text

**Activity 4. Compose a narrative text of the *Malin Kundang* legend according to the illustrations provided. Do it with your partner. The result of your writing is to be posted on your blog.**



One day there lived a boy named Malin Kundang. \_\_\_\_\_

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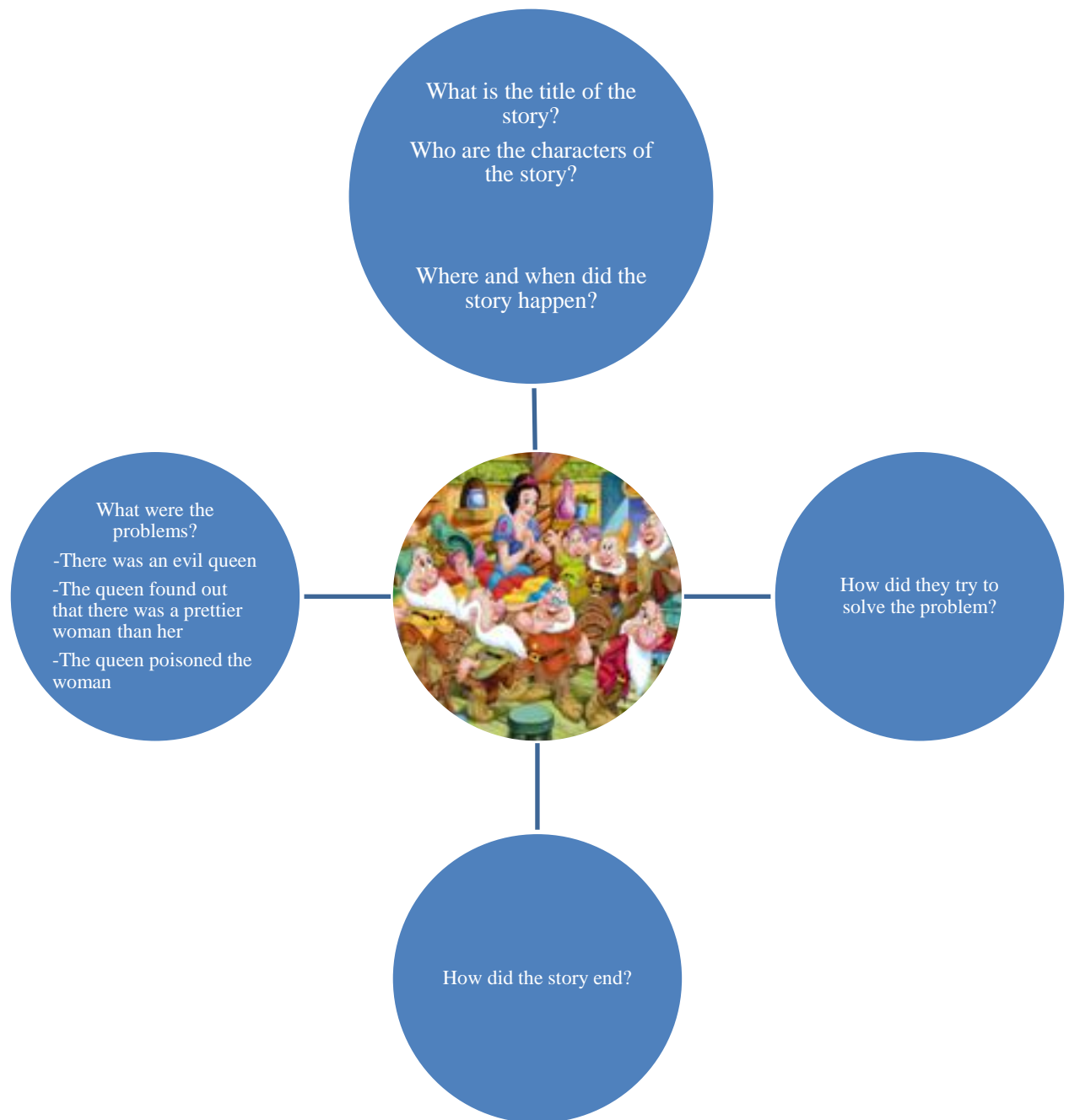
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### **MATERIALS FOR LESSON PLAN 3**

#### **A. Building Knowledge of Text**

**Activity 1. Study the picture below and answer the questions in the web.**



## B. Modeling of Text

**Activity 2. Compose a narrative text based on the brainstorming above. Use the questions in the web to help you.**

<hr/>
.....
.....
.....

This image shows a full page of primary-ruled paper. It features four distinct sections, each containing three horizontal dotted lines for handwriting practice. The sections are separated by larger white spaces, providing ample room for writing. The entire page is enclosed within a thin black rectangular border.

### C. Joint Construction of the Text.

**Activity 3. Read the following story then describe each of the character in the story in the provided space.**

## A FARMER AND A BOX

Once time, there was a poor farmer. He lived with his wife. One day, he dug up his field and found a big box. He then kept it in their house.

One sunny morning, his wife dropped an apple in the box. Suddenly, the box begun filled with apples. No matter how many apples were taken out, more apples took place in the box.

One day, the farmer dropped a gold coin into that box. At once, apples disappeared and the box began filled up with gold coins. Soon the farmer became rich. Having heard that his son got rich, the farmer's father visited the couple. His father was not very strong. He could not go out to work anymore. So the farmer asked his old father to help him take the gold coins out of the box.

His father worked hard, took the gold coins out of the box. When he told that he was very tired and wanted to have a rest, the farmer shouted at him; "Why are you so lazy? Why

can't you work harder?. The old man said nothing and continued to work. Suddenly the old man fell into the box, he died. At once the gold coins disappeared and the box begun filled up with dead men.


The framer had to pull out and burried. To do this, the farmer had to spend all the money which he had collected before. When he had used up all his money, the box broke. The farmer was just as poor as before.



Name of the Character	Description the roles/ appearances/ characteristics

Activity 4. Complete this work sheet as your writing guidance.



- The Title of the story is .....
- The Characters of the story are:

Characters	Name of the characters	Description the roles/ appearances/ characteristics
		



		
		

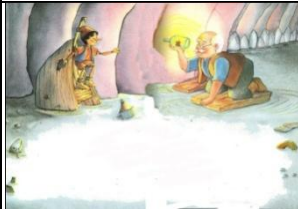

**3. What are the setting of place and time?**

The place was.....

The story began when.....

**4. Rearrange the jumbled conflicts as told in the story.**


Put numbers to arrange the events	Illustrations	Descriptions
		<p>Pinocchio's Guardian Fairy, who was dressed all in blue, sent her dog, Rufus, to chase the Fox and Cat away. She ordered Rufus to bring Pinocchio back to her castle. "Why didn't you go to school today?" she asked Pinocchio in a sweet voice. "I did," answered Pinocchio. Just then, his nose shot out like a tree branch. "What's happening to my nose?" he cried.</p> <p>"Every time you tell a lie, your nose will grow. When you tell the truth, it will shrink," said the Blue Fairy. "Pinocchio, you can only become a real boy if you learn how to be brave, honest and generous". After that The Blue Fairy told Pinocchio to go home and not to stop for any reason.</p>
		<p>Geppetto, a poor old wood carver, was making a puppet from a tree branch. He worked for hours, carefully carving each detail. When he reached the mouth, the puppet started making faces at Geppetto. "Stop that, you naughty boy," Geppetto scolded, "I won't stop !" cried Pinocchio.</p>

		<p>"You can talk !" exclaimed Geppetto.</p> <p>"Of course I can, silly," said the puppet. Pinocchio rose to his feet and danced on the table top. "Look what I can do !" he squealed. "Pinocchio, you must get a good night's rest. Tomorrow you will start going to school with the real boys. You will learn many things, including how to behave."</p> <p>On his way to school the next morning, Pinocchio stopped to see a puppet show. "I can dance and sing better," boasted Pinocchio. He climbed onto the stage. "Get off my stage," roared the Puppet Master. Then he noticed how much the crowd liked Pinocchio so let Pinocchio stay. "Here, take these coins and go straight home," said the Puppet Master. Pinocchio put the copper coins into his sack.</p>
		<p>On the way to home he met some boys. "Come with us," said the boys. "We know a wonderful place filled with games, giant cakes, pretty candies, and circuses." At the circus place, the Circus Master threw Pinocchio into the sea. Pinocchio swam for a very long time. Just when he couldn't swim any longer, he was swallowed by a great whale.</p> <p>Pinocchio kept floating deep into the whale's stomach. "Who's there by the light?" called Pinocchio, his voice echoing. "Pinocchio, is that you?" asked a tired voice.</p> <p>"Father, you're alive !" Pinocchio shouted with joy. He wasn't scared anymore. Pinocchio helped Geppetto build a big raft that would hold both of them. When the raft was finished, Pinocchio tickled the whale. "Hold tight, Father. When he sneezes, he'll blow us out of here!" cried Pinocchio.</p>
		<p>He did not go very far before he met a lame Fox and a blind Cat. Knowing that Pinocchio had money, they pretended to be his friends. "Come with us. We'll teach you how to turn those copper pieces into gold," coaxed the sneaky Cat." Plant your coins under this magic</p>



		<p>tree. In a few hours they'll turn to gold," said the Fox. The Cat and Fox pointed to a patch of loose dirt. Pinocchio dug a hole and put the sack in it, marking the spot with a stone.</p> <p>After supper, the Fox and Cat hid by the tree waiting for Pinocchio to come back and dig up the money. After Pinocchio dug up the coins they pounced on him. "Give us your money !" they ordered. But Pinocchio held the sack between his teeth and resisted to give the sack to them. Again they demanded, "Give us your money!"</p>
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**5. How is the end of the story?**

	<p>Your answer:</p>
--	---------------------

**6. Your narrative writing will consist of:**

1. Title
2. Opening Paragraph: Introducing the movie characters
3. Opening Paragraph: Settings of place and time.
4. Body Paragraph: Containing conflicts of the story orderly (can be written in more than one paragraph).
5. Last Paragraph: Containing the end of the story.

**D. Independent Construction of the Text**

**Activity 5. Please select one title according to the provided topics and write a narrative story individually using the guidance above. The result of your writing is to be posted on your blog.**

1. International Fable
2. Local Folklore
3. Javanese Legend



## APPENDIX 3

Example of a Student's Weblog

Examples of Students' Pre-Test and Post-Test Writings

Students' Scores

## EXAMPLE OF A STUDENT'S WEBLOG

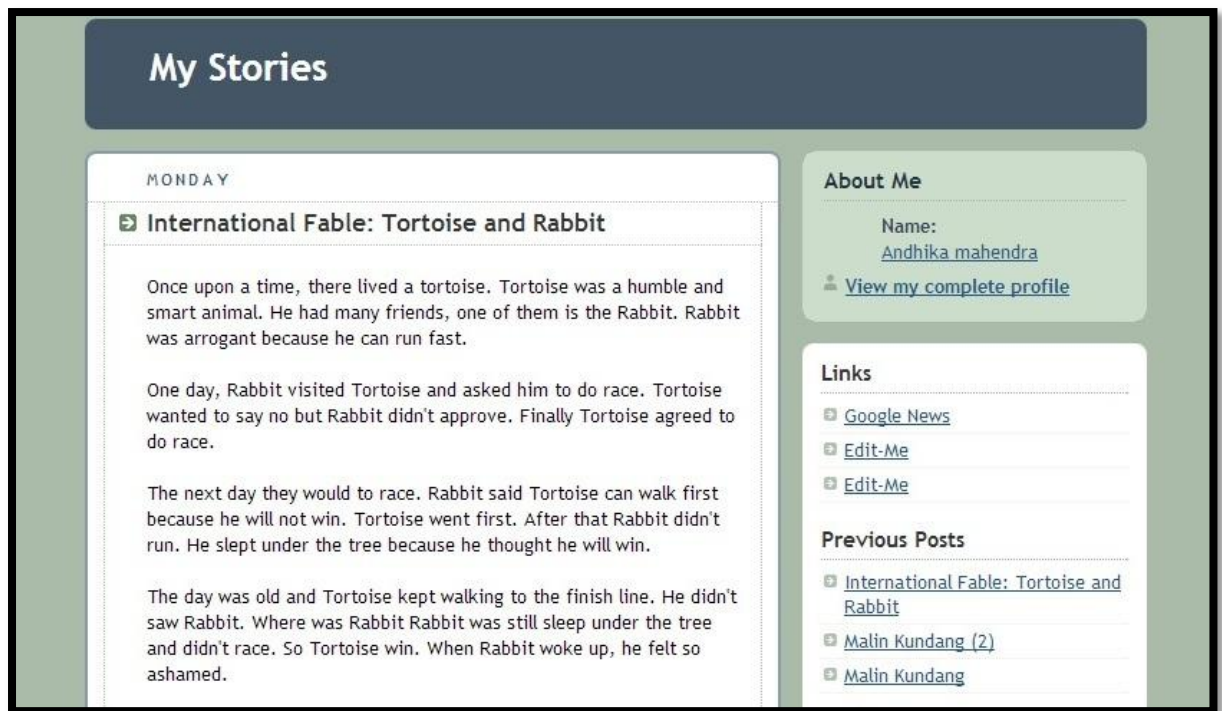


Figure a. The front page of the weblog

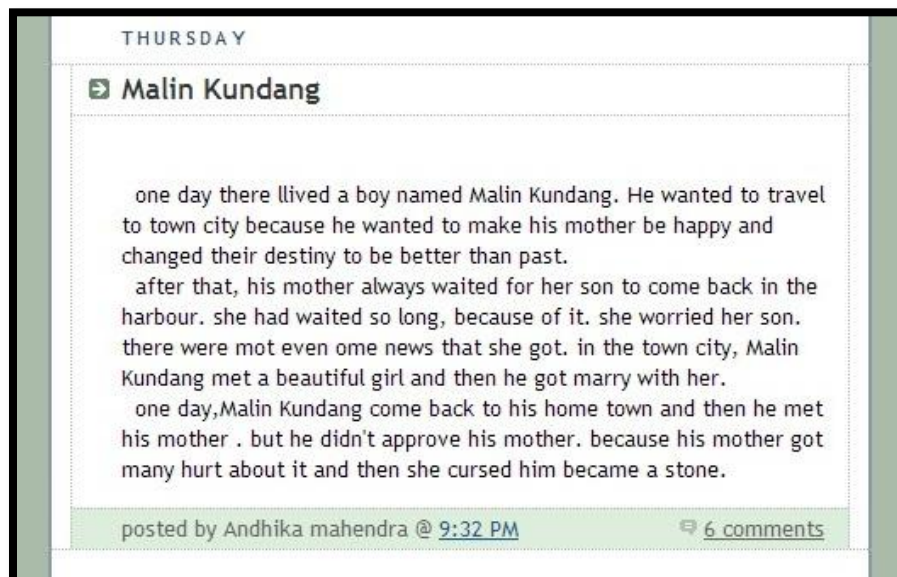


Figure b. The student's first draft of Malin Kundang Folklore

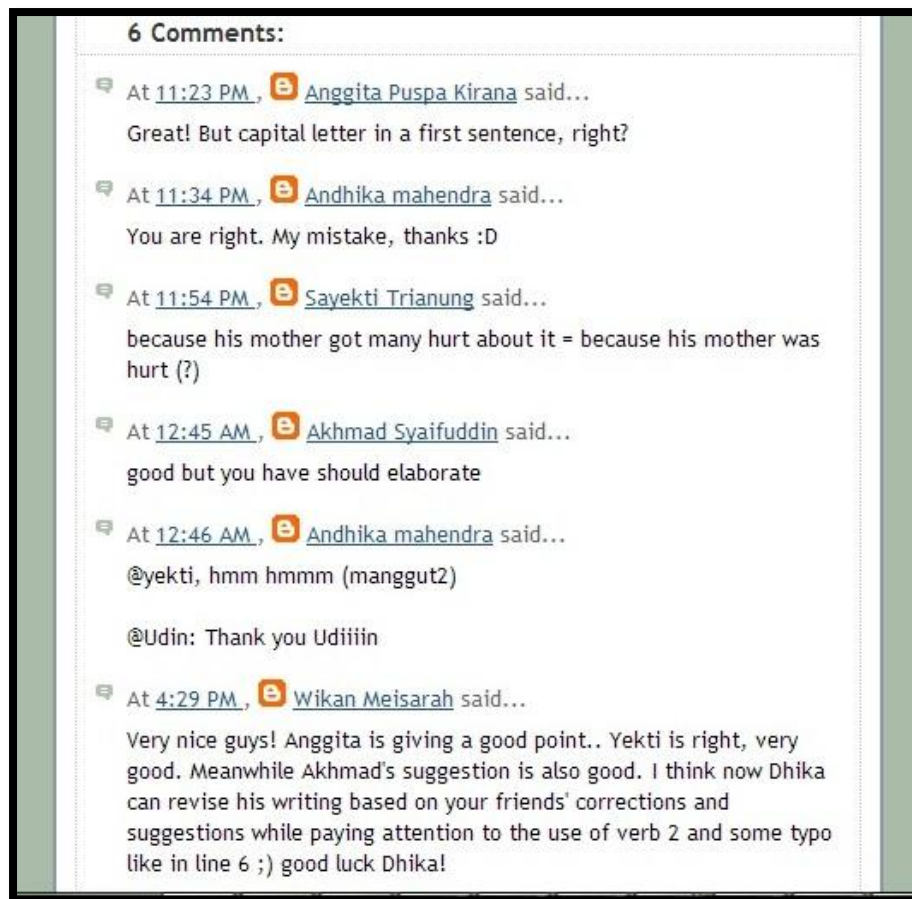


Figure c. The example of peer-correction, interaction and feedback in the comment section

## ➔ Malin Kundang (2)

One day there lived a boy named Malin Kundang. He lived only with his mother. They lived in poor condition and Malin was feeling sad about it. One day He wanted to travel to the city because he wanted to make his mother be happy and changed their destiny to be better than the past.

Malin had gone for many years. He never came back. His mother became really sad. She always waited for her son to come back in the harbour. However Malin never came back. She had waited so long, because of it she worried about her son. there were not even one news that she got.

In the city, Malin Kundang met a beautiful girl and then he got marry with her. One day, Malin Kundang came back to his home town and then he met his mother but he didn't approve his mother because she was ugly and poor. His mother was hurt about it she cursed him became a stone.

posted by Andhika mahendra @ 4:42 PM

2 comments

### 2 Comments:

At 4:59 PM,  Azizah Rahmawati said...

Very good text, Dhika... But paragraph 3, "got married" bukan harusnya? ;)

Figure d. The student's revised writing of Malin Kundang Folklore

### 📖 International Fable: Tortoise and Rabbit

Once upon a time, there lived a tortoise. Tortoise was a humble and smart animal. He had many friends, one of them is the Rabbit. Rabbit was arrogant because he can run fast.

One day, Rabbit visited Tortoise and asked him to do race. Tortoise wanted to say no but Rabbit didn't approve. Finally Tortoise agreed to do race.

The next day they would to race. Rabbit said Tortoise can walk first because he will not win. Tortoise went first. After that Rabbit didn't run. He slept under the tree because he thought he will win.

The day was old and Tortoise kept walking to the finish line. He didn't saw Rabbit. Where was Rabbit Rabbit was still sleep under the tree and didn't race. So Tortoise win. When Rabbit woke up, he felt so ashamed.

posted by Andhika mahendra @ 4:56 PM

💬 1 comments

Figure e. The student's writing of International Fable



Pretest

Name : Farida Syifa' A  
No : 10  
Class : XA

C	18	C	17	
O	15	O	5	10
V	18	V	14	
Lu	17	Lu	7	
M	3	M	3	
	<u>71</u>		<u>66</u>	

Write a narrative text of your own creation (about 250 words). Tell the story in 4 paragraphs.

Title : ... matches fire .....

Par. 1 : Once upon a time from the window seen matches fire sitting soundly. He was sad because He felt useless. Finished he went from the house.

Par. 2 : Travel began. He met the mother mouse, mother mouse confused because her lamp is be dead. matches fire offered to shine the mouse family. mother mouse received his helping with pleasure. The matches fire burnt her pole to shine mouse family the night.

Par. 3 : In the morning the matches fire continued his journey. In the near river he met the ant will foreign the river. the matches fire offered to helping the ant. the matches fire huge her pole to the shap. Finally the ant can foreign the river.

Par. 4 : Suddenly the rain fall. The matches fire already a weak. Finally the matches fire is be dead. water borne after low tide the ant founded the matches fire. as an expression of thanks the ant buried the matches fire.



# Posttest

Name : Farida Syifa" A  
 No : 10  
 Class : 4A

C	28	C	27
O	19	O	20
V	18	V	18
Lu	23	Lu	23
M	5	M	5
93		93	

Write a narrative text of your own creation (about 250 words). Tell the story in 4 paragraphs.

Title : The night before my birthday

Par. 1 : one Saturday night I went to bed really early because the next day was my birthday. But that night I couldn't get to sleep so I decided to go downstairs and have a hot milo

Par. 2 : Just when I was about to get out of bed I heard something banging on the window. I slowly walked to the window and opened the curtains. I looked outside and there staring at me was a hairy monster with wings. He was huge.

Par. 3 : I opened the window. The monster put his nose down. I think he wanted me to climb on him. so carefully I climbed up. He made this grunting noise and flew away. my heart was pounding really fast. I closed my eyes

Par. 4 : Finally was stopped. I opened my eyes and looked around. There were all these monsters the same as the monsters I was on. I jumped off the monster all the monsters started to gather around me. Then they started singing. Their voice were horrible I blocked my ears & closed my eyes

Pretest

Name : Ida T  
No : 12  
Class : XA

C 20	C 19	12
O 14	O 15	
V 15	V 15	
Lu 15	Lu 15	
M 3	M 3	
67	65	

Write a narrative text of your own creation (about 250 words). Tell the story in 4 paragraphs.

Title : My story

Par. 1 : Once, while i school at Elementary school and i still class 4 or 5. I was bored with the rules, that made my parents. My parents always gave me advice about anything wasn't i do. And i listened and do it.

Par. 2 : I always obey what my parent's said. And i also obey what their's prohibit. The example, while i would to went play in my friend's home, my parents always wasn't allow it. Because they thought, if i at home, i was free from worse affected.

Par. 3 : But different from my self, i felt bored, and i wanted look for something for entertain my self. I was bored with all, with all the rules by my parents. I knew they made it for my kindness. But i felt the rules to hard, for me, like the prison at my home. I couldn't went anywhere up to me. I must had a reason to went anywhere, the example, studied together with friends, visited my friends if she was sick, and ect.

Par. 4 : I hope my parents know my felt, if i wasn't like with the rules. I knew and i obey it. But they must know i need the entertain, i need play with my friends. I wanted free do what i will do. And i wanted my parents agree with my opinion this. I will obey their order.



Posttest

Name : Ida Trisnawati  
No : 12  
Class : XA

C	29	C	28
O	18	O	18
V	19	V	19
Lu	22	Lu	20
M	4	M	4
<hr/>		<hr/>	
92		89	

Write a narrative text of your own creation (about 250 words). Tell the story in 4 paragraphs.

Title : "The Golden Turtle"

Par. 1 : Once upon a time there lived two young girls with her mother at the Cavabian Kingdom. Her mother was so lovely with her children, she always obey what their wanted. She gave anything things, money, ring, necklace, diamond, silver and gold jewellery, and ect to her children. Their father was died five years ago while he was sailing, went to a land. They lived with inherits father's wealth. Their father was a king in a Cavabian Kingdom. He was a wise king and very friendly with his people. He always helped the poor people and orphanchild. And after their father was died, they

Par. 2 : only lived with their mother. Their mother was a diligent woman, she could finished anything problem, at home or kingdom. But she too intimate her children, finally one of the young girl had a greedy character. Named was Monica. She had a long hair, curly, and the colour was brown. She very liked the colour was pink, and she often to quarrel with her sister, only the little problem. Her sister named Prisia, she was a kind, friendly, and smart girl. Monica always borrow anything things from Prisia own if the colour was pink. And actually Monica never return the things to Prisia. And because this, Prisia was got angry with her.

Par. 3 : One day when Prisia walked around the river near the kingdom, she looked a golden turtle. And she decided to took it go home. At the kingdom, she put it in a aquarium. She very loves with her pet, she took care him and she sometimes, she talked with her turtle. Therefore, she know he never knew what her says with him. But she talked with him she felt calm, she didn't know, how does could happened. Monica sometimes looked her talked with the turtle, "she start crazy!" , Monica said. But Prisia didn't to replay it.

Par. 4 : One day, in the night, when all was slept. The turtle went out from aquarium and he changed to be a handsome prince. Then he walked to Prisia's room. He looked Princess Prisia very beautiful; but not many time he only put the golden necklace at the table and he disappeared. When she woke up, she was surprised while she looked the golden necklace at the table. She thought, she never bought or had this necklace, but who was the belong? Then she asked Monica about the necklare, and she answer she never had this necklace. After that she asked with her mother and the answer was same from her. Then she decided to took care this necklace.

BER SAMBUNG . . .

Pretest

Name : (Intan Penning Dewi)  
 No : 13  
 Class : XA

C	17	C	16	13
D	10	D	12	
V	13	V	12	
Lu	16	Lu	15	
M	2	M	2	
<hr/>		<hr/>		
61		57		

Write a narrative text of your own creation (about 250 words). Tell the story in 4 paragraphs.

Title : The Old Tree

His father was dead.

Par. 1 : Once upon a time, There was a little ~~girl~~ boy, named Paping. He lives with his step mother and his step sister.  
~~He was very poor and he was very sad.~~

Par. 2 : One day, his step mother ask him to ~~wash~~ wash ~~the~~ plates and glasses in the river. Suddenly, when Paping wash the plates, the plates fell down to river and the plates disappear. Paping was very sad.

Par. 3 : When Paping cry, the oldest Tree laughed, and it said "Don't cry, I will help you boy." Finally, the old ~~tree~~ Tree helped him. And he was very happy.

Par. 4 :



Name : Intan Perwita Dewi  
 No : 13  
 Class : XA

Posttest

C	27	C	26
O	17	O	17
V	18	V	18
Lu	23	Lu	23
M	4	M	4
<hr/>		<hr/>	
89		88	

Write a narrative text of your own creation (about 250 words). Tell the story in 4 paragraphs.

Title : Love Story

Par. 1 : Mark Antony became one of three rulers of the Roman Empire, together with Octavius Caesar and Lepidus, and was responsible for the eastern part of the empire. He fell in love with Cleopatra, the Queen of Egypt.

Par. 2 : As his wife had just died Antony married Octavius's sister, Octavia, in an attempt to heal the rift between two emperors. When Cleopatra heard about Antony's marriage she flew into jealous rage as she knew that Antony did not love Octavia. Antony went to Athens when war broke out between Caesar and Pompey. Antony sent Octavia back to Rome and he ~~returned~~ returned to Egypt.

Par. 3 : Caesar was very angry with Antony's behaviour and he declared war on both Antony and Cleopatra. When the romance arrived, Antony was offered a choice of how to fight. He chose to fight on sea. The Egyptian navy was inadequate. When Cleopatra's navy turned and fled, Antony followed them. Caesar defeated him.

Par. 4 : Antony got news that Cleopatra was dead. Antony was devastated and decided to kill himself. He wounded himself without dying. His followers took him to Cleopatra's house, where he died in her arms.

## STUDENTS' SCORES

Nomer	R1		R2	
	Pretest	Posttest	Pretest	Posttest
1	71	81	69	80
2	71	83	68	84
3	61	76	60	76
4	56	68	54	68
5	87	90	87	91
6	62	78	62	79
7	60	77	57	75
8	76	89	71	86
9	67	85	65	82
10	71	93	66	93
11	77	91	75	90
12	67	92	65	89
13	61	89	57	88
14	59	78	57	77
15	-	-	-	-
16	79	91	77	90
17	-	-	-	-
18	62	90	60	87
19	71	83	71	80
20	64	81	63	79
21	73	88	71	85
22	71	84	74	82
23	73	89	72	88
24	67	87	66	85
25	74	89	71	89
26	69	86	69	86
27	76	90	74	87
28	65	84	67	82
29	81	93	79	91
30	74	91	73	88
31	76	91	75	90
32	64	85	62	83
33	63	86	62	86
34	76	93	75	92

## APPENDIX 4

### Statistical Data

## CATEGORIZATION

Indeks	Category	Interval Scores
6	Excellent	89.0-100
5	Very Good	77.9-88.9
4	Good	66.8-77.8
3	Fair	55.7-66.7
2	Poor	44.6-55.6
1	Very Poor	33.5-44.5



**R1**

<b>No</b>	<b>Pretest</b>	<b>Index</b>	<b>Category</b>	<b>Posttest</b>	<b>Index</b>	<b>Category</b>
1.	71	4	Good	81	5	Very Good
2.	71	4	Good	83	5	Very Good
3.	61	3	Fair	76	4	Good
4.	56	3	Fair	68	4	Good
5.	87	5	Very Good	90	6	Excellent
6.	62	3	Fair	78	5	Very Good
7.	60	3	Fair	77	4	Good
8.	76	4	Good	89	6	Excellent
9.	67	4	Good	85	5	Very Good
10.	71	4	Good	93	6	Excellent
11.	77	4	Good	91	6	Excellent
12.	67	4	Good	92	6	Excellent
13.	61	3	Fair	89	6	Excellent
14.	59	3	Fair	78	5	Very Good
15.	79	5	Very Good	91	6	Excellent
16.	62	3	Fair	90	6	Excellent
17.	71	4	Good	83	5	Very Good
18.	64	3	Fair	81	5	Very Good
19.	73	4	Good	88	5	Very Good
20.	71	4	Good	84	5	Very Good
21.	73	4	Good	89	6	Excellent
22.	67	4	Good	87	5	Very Good
23.	74	4	Good	89	6	Excellent
24.	69	4	Good	86	5	Very Good
25.	76	4	Good	90	6	Excellent
26.	65	3	Fair	84	5	Very Good
27.	81	5	Very Good	93	6	Excellent
28.	74	4	Good	91	6	Excellent
29.	76	4	Good	91	6	Excellent
30.	64	3	Fair	85	5	Very Good
31.	63	3	Fair	86	5	Very Good
32.	76	4	Good	93	6	Excellent

## R2

No	Pretest	Index	Category	Posttest	Index	Category
1.	69	4	Good	80	5	Very Good
2.	68	4	Good	84	5	Very Good
3.	60	3	Fair	76	4	Good
4.	54	2	Poor	68	4	Good
5.	87	5	Very Good	91	6	Excellent
6.	62	3	Fair	79	5	Very Good
7.	57	3	Fair	75	4	Good
8.	71	4	Good	86	5	Very Good
9.	65	3	Fair	82	5	Very Good
10.	66	3	Fair	93	6	Excellent
11.	75	4	Good	90	6	Excellent
12.	65	3	Fair	89	6	Excellent
13.	57	3	Fair	88	5	Very Good
14.	57	3	Fair	77	4	Good
15.	77	4	Good	90	6	Excellent
16.	60	3	Fair	87	5	Very Good
17.	71	4	Good	80	5	Very Good
18.	63	3	Fair	79	5	Very Good
19.	71	4	Good	85	5	Very Good
20.	74	4	Good	82	5	Very Good
21.	72	4	Good	88	5	Very Good
22.	66	3	Fair	85	5	Very Good
23.	71	4	Good	89	6	Excellent
24.	69	4	Good	86	5	Very Good
25.	74	4	Good	87	5	Very Good
26.	67	4	Good	82	5	Very Good
27.	79	5	Very Good	91	6	Excellent
28.	73	4	Good	88	5	Very Good
29.	75	4	Good	90	6	Excellent
30.	62	3	Fair	83	5	Very Good
31.	62	3	Fair	86	5	Very Good
32.	75	4	Good	92	6	Excellent

		PRETEST	POSTTEST
N	Valid	64	64
	Missing	0	0

### PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	1,6	1,6	1,6
	Fair	24	37,5	37,5	39,1
	Good	34	53,1	53,1	92,2
	Very Good	5	7,8	7,8	100,0
	Total	64	100,0	100,0	

### POSTTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	7	10,9	10,9	10,9
	Very Good	33	51,6	51,6	62,5
	Excellent	24	37,5	37,5	100,0
	Total	64	100,0	100,0	

## CATEGORIZATION-R1&R2

### Statistics

		PretestR1	PosttestR1	PretestR2	PosttestR2
N	Valid	32	32	32	32
	Missing	0	0	0	0

### Frequency Table

#### PretestR1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	11	34,4	34,4	34,4
	Good	18	56,3	56,3	90,6
	Very Good	3	9,4	9,4	100,0
	Total	32	100,0	100,0	

#### PosttestR1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	3	9,4	9,4	9,4
	Very Good	14	43,8	43,8	53,1
	Excellent	15	46,9	46,9	100,0
	Total	32	100,0	100,0	

#### PretestR2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3,1	3,1	3,1
	Fair	13	40,6	40,6	43,8
	Good	16	50,0	50,0	93,8
	Very Good	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

#### PosttestR2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	4	12,5	12,5	12,5
	Very Good	19	59,4	59,4	71,9
	Excellent	9	28,1	28,1	100,0
	Total	32	100,0	100,0	

## Descriptive

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest R1	32	56,00	87,00	69,5000	7,21110
Posttest R1	32	68,00	93,00	85,9688	5,91054
Pretest R2	32	54,00	87,00	67,9375	7,42245
Posttest R2	32	68,00	93,00	84,6250	5,71783
Valid N (listwise)	32				

## NORMALITY TEST

### NPar Tests

**One-Sample Kolmogorov-Smirnov Test**

		PRETEST	POSTEST
N		32	32
Normal Parameters <sup>a,b</sup>	Mean	69,5000	85,9688
	Std. Deviation	7,21110	5,91054
Most Extreme Differences	Absolute	,114	,165
	Positive	,090	,117
	Negative	-,114	-,165
Kolmogorov-Smirnov Z		,643	,932
Asymp. Sig. (2-tailed)		,803	,350

a. Test distribution is Normal.

b. Calculated from data.

## HOMOGENEITY TEST

### Oneway

**Test of Homogeneity of Variances**

NILAI

Levene Statistic	df1	df2	Sig.
1,971	1	62	,165

### ANOVA

NILAI

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4339,516	1	4339,516	99,834	,000
Within Groups	2694,969	62	43,467		
Total	7034,484	63			

## HYPOTHESIS TEST

### T-Test

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POSTEST	85,9688	32	5,91054	1,04485
	PRETEST	69,5000	32	7,21110	1,27475

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	POSTEST & PRETEST	32	,706	,000

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTEST - PRETEST	16,46875	5,17428	,91469	14,60322	18,33428	18,005	31	,000

## APPENDIX 5

### Documentation

## VISUAL DOCUMENTATION



Figure f. Students while doing Pre-test



Figure g. Students while doing Post-test





Figure h. English teaching/learning using weblog in the school's computer laboratory

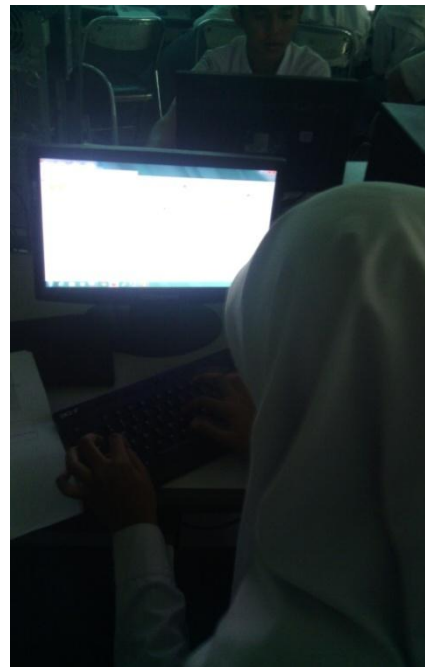
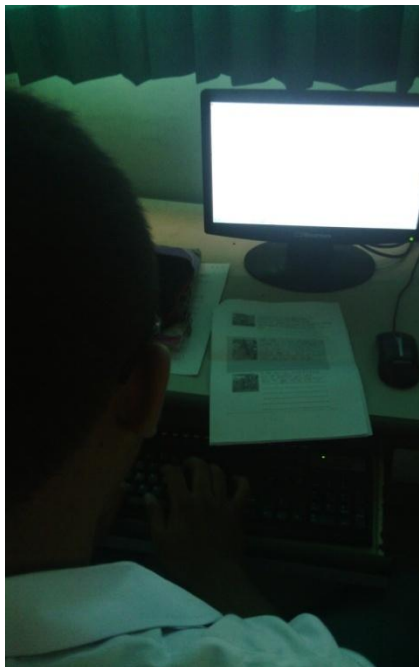


Figure i.1 and i.2. Students while posting their works

## APPENDIX 6

### Expert Judgment Letter

## SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama: Nurdiah Suryani, S.Pd

NIP: 19680704 199203 2 007

Pekerjaan: Guru Bahasa Inggris SMA Negeri 5 Yogyakarta

Menyatakan bahwa saya telah menganalisis data berupa hasil test siswa dalam menulis teks naratif bahasa Inggris siswa kelas XA SMA Negeri 5 Yogyakarta yang merupakan hasil penelitian dari mahasiswa:

Nama: Wikan Meisarah

NIM: 08202241022

Jurusan: Pendidikan Bahasa Inggris

Fakultas: Bahasa dan Seni

Pengambilan data tersebut dilakukan dalam rangka memenuhi salah satu tahap penyelesaian Tugas Akhir Skripsi yang berjudul "*The Effects Of Using Weblogs to Improve Students's Writing Skill in Class X Of SMA N 5 Yogyakarta in the Academic Year of 2012/2013*". Dalam hal ini saya bertindak sebagai Expert Judgement dan Rater 1. Demikian pernyataan ini saya buat. Semoga dapat digunakan sebagaimana mestinya.

Yogyakarta, Mei 2013



Nurdiah Suryani, S.Pd

NIP. 19680704 199203 2 007